

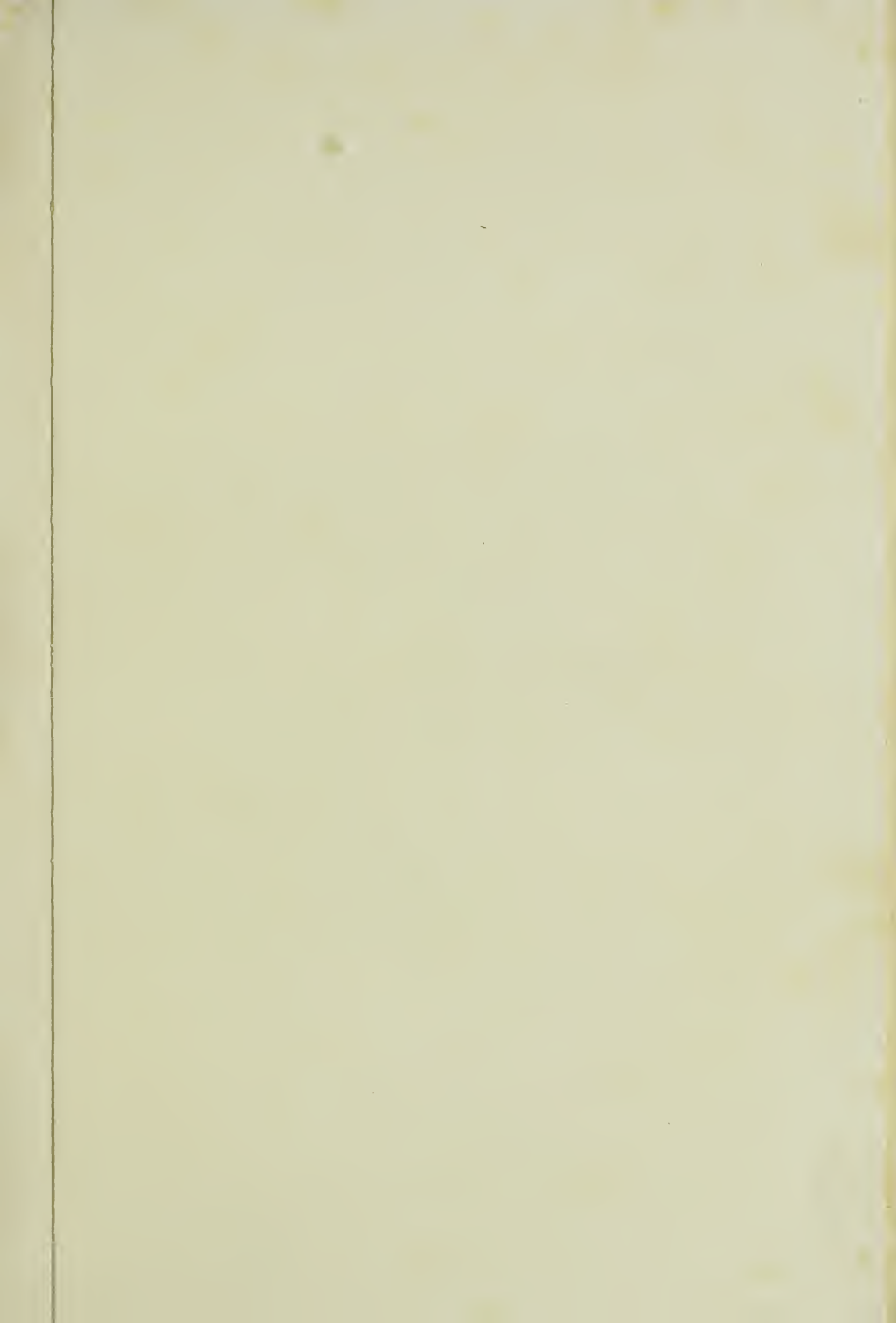
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1919/20

Annual Bulletin
of
Union College
1919-20



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UNIVERSITY OF MICHIGAN

Barbourville, Ky.



PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS



WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Annual Bulletin
of
Union College

1919-20



Barbourville, Ky.

CALENDAR

1919

Tuesday, September 16.....Fall Term Opens
Thursday, November 27.....Thanksgiving Day
Friday, December 19.....Fall Term Closes

1920

Thursday, January 1.....Winter Term Opens
Saturday, March 13.....Winter Term Closes
Tuesday, March 16.....Spring Term Opens
Wednesday, May 26.....Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

Class No. 1—Term Expires in 1919

REV. J. D. WALSH, D.D.....Chattanooga, Tenn.
HON. ALVIS S. BENNETT.....Louisville, Ky.

Class No. 2—Term Expires in 1920

REV. W. W. SHEPHERD.....Wilmore, Ky.
HON. FRED HOWES.....Paintsville, Ky.

Class No. 3—Term Expires in 1921

REV. F. W. HARROP.....Harlan, Ky.
HON. JAS. D. BLACK.....Barbourville, Ky.

Class No. 4—Term Expires in 1922

REV. A. H. DAVIS Barbourville, Ky.
MR. A. M. DECKER.....Barbourville, Ky.

Class No. 5—Term Expires in 1923.

REV. E. P. HALL.....Latonia, Ky.
MR. A. B. CORNETT.....Harlan, Ky.

Class No. 6—Term Expires in 1924

REV. E. R. OVERLY.....Newport, Ky.
HON. JOHN CREACH Winchester, Ky.

OFFICERS

REV. E. R. OVERLY.....*President*
GOVERNOR JAS. D. BLACK*Vice President*
REV. F. W. HARROP.....*Treasurer*
MR. ALVIS S. BENNETT.....*Secretary*

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Theology, Philosophy and Bible

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

J. MILTON HINKLE, A.B., S.T.B.

DEAN

Philosophy and Theology

Indiana University, A.B., 1908; Garrett Biblical Institute, S.T.B., 1911; Head of Department of Mathematics, Petersburg, Ind.; Taught Mathematics and Supervised in Vincennes City Schools; Head of Commercial Department, Oshkosh, Wis.; Pastor in Indianapolis, Ind., seven years; Dean and Professor of Philosophy and Theology, Union College, 1918-

O. C. HAAS, A.B.

Biblical Literature

A.B., Indiana University; Student at De Pauw University; a successful Pastor and Y. M. C. A. Secretary; Professor of Biblical Literature, Union College, 1918-

ABIGAIL E. WEEKS, A.B., A.M.

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautauqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

ROBERT H. BENNETT

Science and Mathematics

A.B., Asbury College, 1918; Professor of Science and Mathematics, Union College, 1918-

AGNES LAIDLAW VANHOESEN, A.B.

French and Latin

A.B., Allegheny College, 1917; member of French and German Clubs, conducted entirely in French and German; Professor of French and Latin, Union College, 1917-

SALLIE W. SHARP

Expression and Public Speaking

Graduate of Hood College, Department of Oratory; graduate of Leland Powers' School of The Spoken Word, Boston, Mass.; several years' experience in teaching; Department of Expression and Public Speaking, Union College, 1919-

MARY M'DERMID MINTON, A.B.

Spanish and Greek

A.B., Ripon College, 1895; assistant principal Rogers Academy, 1891-1892; teacher Ripon public schools, 1895-1897; Escuela Normal Presbyteriana, City of Mexico, 1897-1909; Professor of Spanish and Greek, Union College, 1918-

GRACE RALSTON FRANKLIN, B.S.

German and History

B.S., Valparaiso University, 1906; graduate student, Indiana University; Principal of High School; Professor of English and German, Olivet University two years; Professor of English and German, Asbury College four years; Professor of German and History, Union College, 1919-

Household Arts

(To be supplied)

FLORENCE M. CAMPBELL

Director of Music Conservatory

In Voice, studied with Harold Brancombe of London and Liverpool; special student of William Shakespeare, F.R.A.M., London, 1905-1908; Sight Reading and Choral Work under Henry Lawson; Member of Philharmonic Society under Sir Charles Halle; Member of Gounod Society, under Signor Agramonte, New York; Choir Director and Solo Singer. In Piano, studied with Santly, of Liverpool, England; Frederic Cafferata, of Liege, Belgium; Stiebler Cook, A.R.A.M., London. Graduated under Stiebler Cook at Virgil Piano School, 1908; received First Class Honors in Theory and Harmony, Trinity College of Music, London; Special Student in Harmony, Composition and Coun-

terpoint with Stiebler Cook, under whom took full Teachers' Course. Director of Music at Suffolk College, Virginia, for seven years; Director of Music, Sue Bennett Memorial School, London, Ky., for several years; Director of Music, London Conservatory, 1917-1918; Director of Music Conservatory, Union College, 1918-

Teaches Voice, Choral and Sightsinging, Piano, Theory, Harmony, Composition, History, Psychology and Pedagogy of Music; Director and Teacher of Orchestra.

VERA PEARL KEMP

Piano, Theory, Composition

Studied Piano, Theory, Harmony, Composition, Counterpoint, History of Music, Orchestration and Pedagogy with Florence M. Campbell; Arthur Foote, Boston; Theodore Bohlmann, Cincinnati Conservatory of Music; and graduated under Frederic Morley, Chicago (pupil for years of Leschetizky) 1918. Taught in High School; Sue Bennett Memorial; and two years in Bloomington School of Music and Expression, Bloomington, Illinois; Union College, 1919-

CHARLES E. AHLER

Stringed, Reed and Wind Instruments

Professor Ahler has been trained under some of the best teachers of the country. He has had many years' experience and is a remarkable teacher. He was called to this position last year.

D. M. HUMFLEET

Normal Department

Attended Union College two years; Normal School and Kentucky University Summer School; teacher in Public Schools fourteen years; Principal of Graded and High School; taught Normal Work eight years; at this writing holds the highest grade certificate in Knox County and the highest grade State Certificate issued in years; Principal of the Normal Department, Union College, 1914-

R. EDWARD BURNETT

Sub-academic

Many years a teacher in Public Schools in Kentucky and Georgia; Principal of the Sub-academic Department, Union College, 1917-

MISS NANNIE L. TAYLOR

Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

UNION COLLEGE

LOCATION



BARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. In no place in the county is the sale of intoxicating liquors authorized by law. The moral tone of the town is high. Baptists, Presbyterians, Disciples, Methodist Episcopal South, and the Methodist Episcopal have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such outdoor study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable build-

ing erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, now Lieutenant Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of Presi-

dent Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. Twenty-five thousand dollars has been subscribed for a Gymnasium and the campaign for an additional \$100,000 for endowment is progressing well.

Two revivals, one in the fall term and another in the winter term, each year result in the conversion of nearly all the students unconverted when they come.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course. A large Freshman college class is expected this fall.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual develop-

ment; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be “of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting,” its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The campus comprises about ten acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each

other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING—This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and gas hot plates for students' use.

STEVENSON HALL—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

SUPERINTENDENT'S COTTAGE—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

GYMNASIUM—For a few years Union College has rented an old discarded church building to use as a gymnasium, but this coming winter we are assured a very fine new building on the campus with a grandstand-veranda facing the athletic field. This will be one of the most modern and well equipped gymnasiums to be found anywhere.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building will be well equipped.

HEAT, LIGHT AND POWER PLANT—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

LIBRARY—The Speed-Stevenson Library, containing over two thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to

the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate*, a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

This year Dr. E. C. Wareing, editor of the *Western Christian Advocate*, very graciously presented the college with several hundred splendid volumes.

LABORATORIES—Chemical—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray

tubes, electrical measuring instruments, one-horsepower electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissecting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

MATHEMATICS—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

MUSIC—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts. There are eight Howard mandolins and one mandola for the Mandolin Club.

POWER PLANT AND SHOP—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

FIRE PROTECTION—The buildings are furnished with twenty hand chemical fire extinguishers. The students

are instructed in the use of these at the beginning of each session.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses*.

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

All students must be in their own rooms after 7.00 p.m.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philan-

thropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting. Also on Monday evenings, between supper and study hour, we have a peoples' meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Young ladies will also bring curtains forty-five inches in length.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions, and at no time will extreme low necks be allowed.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of \$1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

The students have a most aggressive organization known as the Adelpian Literary Society. The work is of a high class and almost all students are allied with it. It affords great opportunities for acquiring ease in public address and other forms of public entertainment.

The Faculty encourages the society every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of \$1,632, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Inter-class games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

This past season our basketball team was a winner. We took ten games out of twelve played. The baseball team also did well, winning seven games out of nine played. The girls' basketball team was also victorious, winning three out of five games played.

With the completion of the new Gymnasium we will have physical training under competent leaders.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED	ELECTIVES
Algebra 1½	Zoology ½ or 1
Geometry 1	History 1
English 3	German 2
Foreign Language 3	Physiology ½
Science 1	Chemistry 1
History 1	General Science ½ or 1
	Greek 2
	English Bible ½ to 2
	Bookkeeping 1
	Domestic Science 1 to 2
	Manual Training 1
	Mechanical Drawing 1
	Economics ½
	Psychology ½
	Music 1 or 2
	Expression ½ or 1
ELECTIVES	
Latin.....2 to 4	
French 2	
Spanish 2	
Solid Geometry ½	
Physics 1	
Physical Geography ½	
Botany ½ or 1	

REQUIRED

ENGLISH COMPOSITION AND RHETORIC—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's *Composition and Rhetoric*. Hill's *Rhetoric* or Brooks' *English Composition and Rhetoric*.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Aeneid*, The *Odyssey*, *Iliad* and *Aeneid* should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "*Midsummer-Night's Dream*;" "*Merchant of Venice*;" "*As You Like It*;" "*Twelfth Night*;" "*The Tempest*;" "*Romeo and Juliet*;" "*King John*;" "*Richard II*;" "*Richard III*;" "*Henry V*;" "*Coriolanus*;" "*Julius Cæsar*;" "*Macbeth*;" "*Hamlet*."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "*Morte d'Arthur*;" Bunyan's "*Pilgrim's Progress*," Part I; Swift's "*Gulliver's Travels*," (voyages to Lilliput and to Brobdingnag); Defoe's "*Robinson Crusoe*," Part I; Goldsmith's "*Vicar of Wakefield*;" Frances Burney's "*Evelina*;" Scott's *Novels*, any one; Jane Austen's *Novels*, any one; either Maria Edgeworth's "*Castle Rackrent*," or the "*Absentee*;" Dickens' *Novels*, any one; Mrs. Gaskell's "*Cranford*;" either Kingsley's "*Westward Ho!*" or "*Hereward the Wake*;" Reade's "*The Cloister and the Hearth*;" Blackmore's "*Lorna Doone*;" Hughes' "*Tom Brown's Schooldays*;" either Stephenson's "*Treasure Island*," or "*Kidnapped*," or "*The Master of Ballantrae*;" Cooper's *Novels*, any one; Poe's "*Selected Tales*;" either Hawthorne's "*The House*

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography," either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith," "Southey's Life of Nelson," "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists," Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbely," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail," Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table," Stevenson's "Inland Voyage, and Travels with a Donkey," Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk," a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village," Pope's "The Rape of the Lock," a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan," Byron's "Childe Harold," "Canto III or IV," and the "Prisoner of Chillon," either Scott's "The Lady of the Lake or Marmon," Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry," either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama*. One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory*. One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays*. One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV in the Academy.

GEOMETRY—The equivalent of Mathematics II in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

SPANISH—The equivalent of Spanish I and II in the Academy.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediaval and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography one-half unit and General Science one-half unit. The time spent and the amount of field work and experiments done will determine the amount of credit. Text, such as Hopkin's, Dryer's, Davis' or Tarr's.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 192 term "hours" including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 192 hours is equivalent to 128 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than thirty hours above elementary courses and a minor not less than twenty-one hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent*; grade B means *good*; grade C, *fair*; grade D, *passed*; grade E, *conditioned*; grade F, *failed*. Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given

on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of \$1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 100 hours of the total required for graduation, and a grade not lower than B in 60 hours more.

High honors are awarded to those students who have attained the grade of A in 160 hours of the total required for graduation.

Students completing more than 192 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

College

FALL TERM	WINTER TERM	SPRING TERM
English 1 3	English 1 3	English 1 3
Mathematics 2....4	Mathematics 2....4	Mathematics 2....4
Foreign Lang'ge...4	Foreign Lang'ge...4	Foreign Lang'ge...4
*Science 4	*Science 4	*Science 4
Bible 2	Bible 2	Bible 2

Sophomore

English 2 4	English 2 4	English 2 4
Foreign Lang'ge...4	Foreign Lang'ge...4	Foreign Lang'ge...4
Bible 2	Bible 2	Bible 2
†Electives 6	†Electives 6	†Electives 6

Junior

Philosophy 1.....5	Philosophy 2.....5	Philosophy 3.....5
Electives 11	Electives 11	Electives 11

Senior

Electives 16	Electives 16	Electives 16
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*If there is a good reason for a student taking two foreign languages in the Freshman year the Science may be postponed until the Sophomore year.

†When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition*. The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature*. This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Four hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism*. A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Advanced Composition*. This course is intended for those students who feel the need of further perfecting their own style of expression. All forms of discourse will be studied and especial attention will be given to organization, sentence structure, and expression for interest. Advanced oral composition will be required from time to time.

Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study*. This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.

Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry*. A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.

Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose*. This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.

Three hours throughout the year.

ENGLISH 8—*American Literature*. Parallels Course 2.

Two hours throughout the year.

ENGLISH 9—*Browning and Tennyson*. One-half year will be given to each of these great representatives of the nineteenth century spirit.

Two hours throughout the year.

ENGLISH 10—*English Poetry*. The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 11—*Modern Drama*. This course reviews rapidly the early English drama, traces its development through the different epochs, and gives special emphasis to the drama since Ibsen.

Two hours throughout the year.

ENGLISH 12—*Epics in Translation*. Fall Term, Homer's "Iliad;" Winter Term, Virgil's "Aeneid;" Spring Term, Dante's "Divina Commedia."

Three hours throughout the year.

ENGLISH 13—*Classic Drama in Translation*. This course will cover the great tragedies and comedies of the Greek and Roman Literature.

Two hours throughout the year.

ENGLISH 14—*English Novel I*. Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.

Three hours throughout the year.

ENGLISH 15—*English Novel II*. This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.

Three hours throughout the year.

ENGLISH 16—*Eighteenth Century*. This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.

Three hours throughout the year.

ENGLISH 17. *Method of Teaching English*. Open only to those who expect to take up English teaching in the High school.

One hour throughout the year.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there

are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.

Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.

Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY I—This is an introductory course for students who have had but little training in Bible study and practical experience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation. This course is designed for academy students.

Three hours a week throughout the year.

THEOLOGY 2—*Homiletics*. This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broadbuss, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Miley's Systematic Theology, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*Advanced Homiletics*. A critical study of great sermons. At least one sermon of some noted preacher will be carefully studied each week in the light of homiletics as such and on the merits of itself. Sermons from less distinguished preachers will also be studied for comparison. Students will make briefs of some of the sermons studied. Also from time to time the students will write outlines, briefs and sermons.

Two hours throughout the year.

THEOLOGY 5—*Biblical Hermeneutics*. This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions*. This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

LIFE SERVICE 1—*General Course*. This course will offer a general consideration of the beauty, dignity, and value of unselfish service and follow with a brief consideration of the spirit of a true minister, religious teacher, deaconess, social worker, Red Cross nurse, Salvation Army worker, slum worker, and missionary, together with a brief consideration of what such service has accomplished and what it can accomplish. Lectures and extensive reading.

Two hours a week throughout the year.

LIFE SERVICE 2—*Teacher Training*. We offer in this course the books scheduled by the Board of Sunday Schools, and those fin-

ishing them receive the usual certificates and diplomas. This last year a large number took the course and we expect a still larger class this coming year.

Two hours a week throughout the year.

LIFE SERVICE 3—Missions. It is the purpose of this course to give a brief study of early missions in the Greek and Roman Empires and northern Europe. This will be followed by a more extensive study of Protestant missions throughout the world with emphasis on certain typical missionaries and missionary centers with view to catching the genius and power of Christianity to redeem the world. Consideration will also be given to the relation of the missionary to the home church. Strong points in the life and work of some great missionaries will be dwelt upon.

Two hours a week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—Elementary French. Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.

Four hours throughout the year.

FRENCH 2—Intermediate French. Reading of such authors as Mérimée, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.

Four hours throughout the year.

FRENCH 3—French Literature in First Half of Nineteenth Century. Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.

Three hours throughout the year.

FRENCH 4—*French Prose Composition*. This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.

Two hours throughout year.

FRENCH 5—*French Prose of the Seventeenth Century*. A study of Drama. The reading of such writers as Corneille, Raume, Moliere. Outline of the literature of this period.

Three hours throughout the year.

Given in 1919-20.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German*. This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.

Four hours throughout the year.

GERMAN 2—*Intermediate German*. The reading of easy classics and conversation.

Four hours throughout the year.

GERMAN 3—*German Short Story*. Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.

Three hours throughout the year.

GERMAN 4—*German Composition*. Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century*. Reading of Goethe, Lessing and Schiller.

Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar*. In this course special attention is devoted to mastery of forms, pronunciation, accent, and general fundamentals of grammar. Special emphasis is placed on the fundamentals of translation, oral and written.

Textbook—White's "A First Book in Greek," or Graves and Hawes' "First Book in Greek."

Five hours per week throughout the year.

GREEK 2—*History*. Reading translation of Xenophon's "Anabasis," Books I-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course 1.

Textbooks—White's or Goodwin's "Xenophon's Anabasis;" Pearson's "Greek Prose Composition."

Four hours per week throughout the year.

GREEK 3—*Oratory*. "Lysias;" Jebb's "Attic Orators;" Grammar and Prose Composition; History of Grecian Statesmen.

Textbooks—Goodwin's Greek grammar; "Lysias" (Wait); Prose Composition (Spieker).

Three hours per week through fall term.

History—"Herodotus," Books VI and VII; Grammar and Prose Composition. Also readings from "New Testament," and "Old Greek Education." The time prescribed for this entire section may be given to reading the "New Testament" if desired.

Textbooks—"Herodotus" (Merriam); "Old Greek Education" (Mahaffy).

Three hours per week through winter and spring terms.

GREEK 4—*Epic Poetry*. Homer's "Iliad," Books I-VI; Grammar and Prose Composition.

Textbooks—"Illiad" (Keep); Prose Composition (Spieker).

Three hours per week through fall term.

GREEK B—*Philosophy*. Plato's "Apology" and "Crito;" Xenophon's "Memorabilia;" Grammar and Prose Composition. Se-

lections from the New Testament may be substituted for Xenophon's "Memorabilia."

Textbooks—"Apology" and "Crito" (Dyer); "Memorabilia" (Winans).

Three hours through winter and spring terms.

HISTORY, POLITICAL SCIENCE, AND ECONOMICS

Those majoring in this department must take fifty hours to be selected with the advice of the Professor in charge. For a minor, take thirty hours under the advice of the Professor in charge.

COURSE 1—*Greek and Roman History.* This course will take up a study of the cultural and institutional life of these countries. It will be so shaped as to lead to the study of Mediæval History by taking hold of the beginnings of the great movements of civilization which started with the founding of these nations.

Three hours a week throughout the year.

COURSE 2—*Mediæval History.* This course will cover the period beginning with the year 375 and continuing to 1492 A. D. There will be a careful study of the Migrations of the various northern tribes; the Crusades; the formation of early European nations; and the tracing of their history in relation to the general civilization of modern times.

Two hours a week throughout the year.

COURSE 4—*English Constitutional History.* This course will embrace the beginnings of Constitutional History as seen in the town and manor system. It will necessitate a study of the development of the various Charters in their building up of the constitutional law of England. Also there will be the study of the growth and development of the franchise and the jury system.

Three hours a week throughout the year.

COURSE 3.—*English and Political History.* This course will cover the History of England from the founding of the English nation in 449 A. D. It is designed to give the student an idea of the conflicting lines of thought that finally grew into a conception of liberal government.

Two hours a week throughout the year.

COURSE 5—*The Reformation.* This course offers a study of the reformation in Germany and the other countries of Europe in its relation to Scholasticism and the Renaissance. This course will show the rise of Protestantism and its conflict; also there will be impartiality shown in the discussion of the attitude of the Roman Catholic Church.

Two hours a week throughout the year.

COURSE 6—*English Industrial History*. This course will be an introductory study of the industrial development of England. It will discuss the growth of the nation from the earliest years of its history to its growth into a mighty empire.

Two hours a week throughout the year.

COURSE 7—*Early American History*. This will be a study of the early discoveries and settlements to the beginning of the United States Government in 1789. The course will endeavor to trace the threads of future institutions. Class work and collateral reading will constitute the work of the student.

Two hours a week throughout the year.

COURSE 8—*American History from 1789 to 1865*. This course consists of a study of the period beginning with the government in 1789 to the close of the Civil War in 1865, with a detailed study of the causes and results of the great struggle. A study of the great Political, Industrial, and Civic questions will be carried on as far as possible, from the sources.

Two hours a week throughout the year.

COURSE 9—*American History, 1865 to 1920*. This course will cover the period of United States History extending from the Civil War to the present, carefully tracing the national ideals in peace and in war at home and abroad.

Two hours a week throughout the year.

COURSE 10—*U. S. Constitutional History*. This is a course made up of the study of Political Science, dealing with such fundamental questions as the constitutional convention papers, constitutional amendments, and development of the Government as we see it to-day.

Three hours a week throughout the year.

COURSE 11—*American Industrial History*. This course will present the industrial development of the United States from its earliest history to the present. There will be comparisons made from time to time with the advancements made by the countries of Europe, and more especially with that of England.

Three hours a week throughout the year.

ECONOMICS 1—*General Economics*. This course gives the student an idea of the general principles of economics, and serves as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism and taxation. Ely's *Outlines of Economics* is used as a basis of the course.

Four hours a week, fall and winter terms.

ECONOMICS 2—*Social Economics.* This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are: The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. Text book, and much collateral reading is required.

Four hours a week, Spring Term.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, Spanish or German.

LATIN 1—*Literature.* Cicero's *De Senectute* and *De Amicitia*; Livy, Books XXI and XXII; Tacitus' *Germania* and *Agricola*. Prose composition once a week.

Four hours throughout the year.

LATIN 2—*Literature.* Horace's *Odes* and *Epodes*; Terence, selected plays; Juvenal's *Satires*.

Three hours throughout the year.

LATIN 3—*Roman Private Life.* Lectures on Roman Private Life, with collateral reading in Latin from Pliny's *Letters* and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.

Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and any-

one wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—Solid Geometry. Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.

Four hours, Fall Term.

MATHEMATICS 2—Plane and Spherical Trigonometry. An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.

Four hours first half year.

MATHEMATICS 3—Algebra. This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.

Four hours second half year.

MATHEMATICS 4—Analytic Geometry. Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.

Four hours, first half year.

MATHEMATICS 5—Calculus. Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.

Four hours, second half year.

MATHEMATICS 6—Surveying. Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.

Four hours, second half year.

MATHEMATICS 7—Astronomy. The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.

Four hours, first half year.

PHILOSOPHY AND EDUCATION

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

Only in exceptional cases will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—General Psychology. A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Angell and James.

Daily, Fall Term.

PHILOSOPHY 2—Logic. A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.

Daily, Winter Term.

PHILOSOPHY 3—Ethics. A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.

Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behavior under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

EDUCATION 1—*History of Education.* This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient,

Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

EDUCATION 2—*Secondary Education*. It is the object of this course to give some appreciation of the development of secondary education with special emphasis to curricula, aim, discipline, method, and influence. A consideration of adolescent psychology will give a basis for constructive criticism and study. Text-book, reading, and lectures. Prerequisite: General Psychology.

Three hours a week, second half year.

EDUCATION 3—*Educational Psychology*. A study of original instincts, their appearance and modification through direction, the learning process, formal discipline, the measurement of mental activities, and the value of the different subjects of the curriculum.

Open to students who have had General Psychology.

Two hours, first half year.

EDUCATION 4—*Philosophy of Education*. In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*General Physics*. This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Four hours throughout the year.

SCIENCE 2—*Advanced General Physics*. This course aims at delicate precision in the various mathematical problems in the

study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Four hours throughout the year.

SCIENCE 3—General Inorganic Chemistry. This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two hours in class and four in laboratory weekly to count as four-hour course.

SCIENCE 4—Analytic Chemistry—Qualitative Analysis. Bases and acids. The student is required to work through a system of preliminary analytical reactions. The more intimate knowledge of the elements and their compounds thus gained enables the student to verify the methods of grouping and separating the elements. At stated intervals, lectures and recitations will be devoted to discussions of all reactions. The modern theories of "solution," "precipitation," "chemical equilibrium," etc., receive much attention. Students are required at the conclusion of the work to analyze a given number of unknown substances without reference to the manual. Text-book: Lee's Qualitative Chemical Analysis. Laboratory and lectures eight hours a week throughout the year. Open to those who have completed Course I, or its equivalent.

Four hours throughout the year.

SCIENCE 5—General Zoology. Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two two-hour laboratory periods a week.

Four hours throughout the year.

SPANISH

Recently this "language of love" has become a language of commerce. This increased demand for Spanish leads us to offer a thoroughly practical course. Lessons are strictly graded and consist of conversations on interesting topics, supplying words and idioms needed in the everyday affairs of life. Grammar and paradigms

are used to enable the pupil to see the relation of the part to the whole. All classes are conducted in Spanish and frequent lectures are given on the customs and manners, history and archaeology of the peoples whose language we are studying. Every effort is made to enable the student to "think Spanish."

A minor will be composed of courses 1, 2, and 3.

SPANISH 1—*Elementary Spanish.* This course is designed for pupils who offer no Spanish for entrance. "First Spanish Course" by Hills and Ford, is the text used, and some easy Spanish novel is read, probably "El Capitán Veneno," by Alarcón.

Four hours throughout the year.

SPANISH 2—*Intermediate Spanish.* Advanced study for students having completed the preceding course. Texts: "Doña Perfecta," by Galdós, or "María," by Jorge Isaacs.

Four hours throughout the year.

SPANISH 3—*Advanced Spanish.* A thorough review of the grammar and study of classics by such authors as Castelar and Cervantes.

Four hours throughout the year.

HOUSEHOLD ARTS

This year we will put in standard courses in Cooking, Sewing, Food Chemistry, Decorating and other courses as demanded.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give advanced work to grade teachers, and to broaden the education of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.
2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
*Science I.....4	Science I.....4	Science I.....4
Mathematics I....5	Mathematics I....5	Mathematics I....5
Bible 2	Bible 2	Bible 2

Sophomore

English II.....4	English II.....4	English II.....4
Latin II.....5	Latin II.....5	Latin II.....5
Mathematics II...5	Mathematics II...5	Mathematics II...5
History I.....5	History I.....5	History I.....5
Bible 2	Bible 2	Bible 2

Junior

English III 4	English III 4	English III 4
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Mathematics III..5	Mathematics IV...5	Mathematics IV...5
Bible 2	Bible 2	Bible 2
†Elective 5	†Elective 5	†Elective 5

Senior

English IV 4	English IV 4	English IV 4
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Science III 5	Science III 5	Science III 5
Bible 2	Bible 2	Bible 2
‡Elective 5	‡Elective 5	‡Elective 5

*Girls may take Domestic Science instead of Science I.

†One unit chosen from Latin III, Spanish I, History II, Physiology, Domestic Science, Music or Expression.

‡One unit chosen from Latin IV, Spanish II, History II, Economics and Psychology, Physiology, Domestic Science, Music or Expression. In electing a special like Music or Expression, tuition is extra.

Academy Department of Instruction

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ACADEMY ENGLISH

ENGLISH I—This is a course in fundamentals. The principles underlying easy composition, both oral and written, are studied and applied to everyday work. Frequent drills are given in correcting everyday mistakes of the student's own English. Enough English Grammar is given to make clear the reasons for the corrections. Frequent oral themes are required, and weekly written themes on subjects familiar to the students. As much training in the use of the dictionary is given as possible.

Easy classics are read. "Treasure Island," "Wonder Book," "Merchant of Venice" or "Midsummer Night's Dream," "Christmas Carol," and Current Short Stories are studied as a basis for the larger work of the following year. Brook's English Composition, Book I, is begun and continued as far as Correctness, page 110.

Fall, Winter and Spring Terms, four hours a week.

ENGLISH II—Continuance of Brook's English Composition, Book I, beginning with Correctness, page 110. Careful study of punctuation and figures of speech. Introduction to the study of description, exposition and argument. Careful study of letter

writing. Introduction to study of versification. Some study of spelling, and exercises in the use of the dictionary.

Classics studied (subject to change), "Tanglewood Tales," "Ancient Mariner," "Silas Marner," "Current Literature," "Merchant of Venice," or "Midsummer Night's Dream."

Fall, Winter and Spring Terms, four hours a week.

ENGLISH III—Brook's English Composition, Book II to page 198. Intensive study of Narration, Description and Exposition, "House of Seven Gables," "The Spy," "Cranford," "Tale of Two Cities," "As You Like It," "Twelfth Night." (Subject to change.)

Fall, Winter and Spring Terms, four hours a week.

ENGLISH IV (a)—Study of Brook's Composition Book II concluded—pages 198-313. Intensive study of argument. Introduction to Parliamentary Law. Debates and parliamentary drills required. Study of poetic forms. Classics—"Macbeth," Burke's Speech on Conciliation, Washington's Farewell Address, Milton's Minor Poems, Carlyle's Essay on Burns.

Fall, Winter and Spring Terms, four hours a week.

MATHEMATICS

MATHEMATICS I—*Algebra*. This course includes factoring, common divisors and multiplies, fractions, simple equations, of one or more quantities, involution, evolution, theory of exponents, radicals and equations involving radicals. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS II—*Plane Geometry*. Much attention is given to the solution of original problems, in order to train the student in logical habits of thinking, and to discourage the memorizing of propositions. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS III—*Solid Geometry*. The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, Fall Term.

MATHEMATICS IV—*Algebra*. A review of previous work and a thorough study of radicals, quadratic equations, with one or two unknown quantities, ratio and proportion, progressions and binomial theorem. Text: Wentworth.

Five hours, Winter and Spring Terms.

LATIN

LATIN I—The Roman pronunciation is taught, and special care is taken from the first lesson to have every word properly accented. Derivations and review of declensions and conjugations up to the place reached is a special feature of recitation from time to time. The more common rules of syntax are mastered and sentence structure is studied in connection with translation of English into Latin.

Five hours a week throughout the year.

LATIN II—Cæsar's Gallic Wars are studied with due emphasis placed upon pronunciation, syntax, sentence structure, indirect discourse, and the history of wars and the Gallic people. A literal translation is first given, then a free translation. The military tactics and the formation of the armies of both the Romans and their Gallic and British foes, and especially their customs, are topics of continued interest. Pearson's Latin Composition once a week, and the first four books of Cæsar completed.

Five hours a week throughout the year.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.

Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.

Five hours a week throughout the year.

SPANISH

SPANISH I—By the constant use of a notebook, vocabularies and everyday phrases are taught. Worman's "First Spanish Book" is the text.

Five hours throughout the year.

SPANISH II—More difficult work is done. Current topics from the weekly paper "El Abogado" are reported and Worman's "Second Spanish Book" is used as a text.

Five hours throughout the year.

NATURAL SCIENCE

SCIENCE I (a)—*General Science*. This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR

—characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

Four hours, first half year.

SCIENCE I (*b*)—*Botany*. The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Four hours, second half year.

SCIENCE II—*Physiology*. This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.

Five hours, Fall Term.

SCIENCE III—*Elementary Physics*. This course extends throughout the year. Class work three hours and laboratory work four hours per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.

Five hours throughout the year.

HISTORY

HISTORY I—A general survey of the rise and fall of nations, invasions, and contributions to civilization, with a special study of Grecian and Roman History. The subject is pursued in a comparative way and written work on important topics is required from time to time. Some good text in Ancient History will be used with collateral reading.

Five hours a week—Fall, Winter and Spring Terms.

HISTORY II—European History from the fall of Rome to the present. Special emphasis is given to the study of the Dark

Ages as a background for modern civilization. The Reformation is studied carefully in the light of contemporary inventions, philosophy and literature. The important steps in the development of constitutional government. A textbook in Mediaeval and Modern History with collateral reading and special references. Written themes and map work.

Five hours a week—Fall, Winter and Spring Terms.

ECONOMICS AND PSYCHOLOGY

It is deemed valuable that every man and woman have a course in Economics and Psychology. We offer these to Academy Seniors, advanced normal students, and to certain special students who may need these courses.

ECONOMICS I—This course is designed to give students an introduction to the practical economic problems of our busy day. Laughlin's Political Economy is used as a basis for recitation and discussion.

Five hours—Fall Term.

PSYCHOLOGY I—This course is introductory, but fundamental, practical and thorough. Textbook, Lectures and Discussions. The course will be adapted to practical and professional life. With special emphasis upon education and teaching.

Five hours a week—Winter and Spring Terms.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

BIBLE I—Old Testament History. This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral

and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II—*New Testament History*. This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

DOMESTIC SCIENCE

This department is being installed this year. The work will cover four years and embrace cooking, sewing, decorating, food chemistry, buying, budget making, etc. A well-trained teacher will give full time to the work and all girls will be required to take at least two courses, one in cooking and one in sewing. A small laboratory fee will be charged.

Normal School

DAN M. HUMFLEET*Principal*
 R. E. BURNETT*Assistant*
 ABIGAIL E. WEEKS*Critic Teacher in English*

This department is devoted to the education of young men and women who desire to teach in the public schools of our country.

It is our purpose to offer courses leading to the Elementary and Intermediate State Certificates under the new Normal School bill as soon as the Board of Regents for Normal School Inspection meets and gives the necessary standards.

One hundred per cent. of the students of this department, who took the county examination this year, made certificates. This unusual record is sufficient evidence of the fact that Union College Normal stands second to none as a school in which to prepare for examinations.

Three courses are offered:

- (1) County Certificate Course.
- (2) State Certificate Course.
- (3) High School Course for Teachers.

SCHEDULE OF STUDIES FOR COUNTY CERTIFICATES

Arithmetic, Grammar, Composition, Rhetoric, Geography, Kentucky History, United States History, Physiology, Reading, Writing, Spelling, Civics, Methods, Theory and Practice.

SCHEDULE OF STUDIES FOR STATE CERTIFICATES

English and American Literature, Algebra, Higher Arithmetic, Psychology, Pedagogy, and a review of the common branches.

THE HIGH SCHOOL COURSE FOR TEACHERS

This is arranged for the convenience of those who wish to teach in the rural schools and do high school work

during the winter and spring terms. By hard study it is possible for teachers to do more than the usual amount of work. This is a very popular course and we expect to enroll a large class this year.

All schools and colleges give full credit for our work.

THE COUNTY CERTIFICATE COURSE

This course prepares teachers for the public schools of the State. Time required to prepare for properly passing the county examination is from one year to five months according to the previous preparation of the individual. An opportunity will be given teachers to review all the common school branches during the winter and spring terms.

The State adopted textbooks will be used as a basis of all work. They will be supplemented by the very best and most up-to-date books to be found.

THE STATE CERTIFICATE COURSE

Those desiring to prepare for the State examination will find this course exactly suited to their needs. In addition to the review of the common school branches, there will be classes in Algebra and Literature for the benefit of the teachers who have the legal qualifications of age (21 years), and experience (two years) and who hold first class county certificates, or who are otherwise qualified to do the work. Time required, one year.

ABOUT THE BRANCHES TAUGHT

ARITHMETIC—The aim of this class is to thoroughly master the subject. All good textbooks on this branch will be used. The work will be made as practical as possible.

GRAMMAR—The aim of this class is to develop efficiency in the practical use of English. Such texts will be used as are needed to make the work thorough and complete. Special attention given to the knotty problems and difficulties of the language.

RHETORIC—The work in Rhetoric consists of practical training, composition writing, investigating subjects, outlining themes, writing and criticizing essays on live practical subjects.

A full and complete review of the figures of speech, and a thorough drill on definitions also given. But the student is trained to write by writing.

PENMANSHIP—All normal students have the advantage of an expert Business Penmanship teacher without extra cost. This class will be conducted by a teacher who has taught penmanship in a business school for a number of years.

If you are not a good penman take advantage of this opportunity to become efficient. Nothing helps out in passing a good examination so much as a neat, well written manuscript. A number of applicants fail on examination because of poor writing and "botched up" papers, who would otherwise make good.

METHODS—Arrangements have been made by which the students of this department will have the advantage of observing work done in the Model Primary School, by some of the most skillful teachers in the country. Their work meets the approval of the greatest educators of the age. To have the advantage of studying and observing their work with a "Model Class" of primary students will be a rare treat.

THEORY AND PRACTICE—As will be readily seen, the examinations in this subject are almost identical with the State Reading Circle Course. Recognizing this fact, and also the need of a good systematic course, we have decided to make the Reading Circle Books a regular text. We will also devote sufficient time to the study of the leading educational reformers and their ideas of developing the mind. Two periods each week will be given this class.

READING—Applicants for county certificates very often find it necessary to have considerable knowledge of literature. It is our purpose in this class to teach to read, and to familiarize the student with the most popular authors and their leading works. "Who wrote this?" is a very common question. Not being able to answer it sometimes causes failure in examination.

AGRICULTURE—Equipment has been added for text-book and experimental work in agriculture. This is one of the most practical studies in the curriculum and we are prepared to give our students the advantage of a very complete course.

HISTORY—A complete outline of the different epochs in United States History will be given, beginning with the Period of Discovery and continuing throughout the entire subject. The "Chain" system, as suggested in the Course of Study, will be

followed closely. Due consideration will be given the History of Kentucky.

SPELLING—Spelling is largely a memory subject which requires hard study and much drill.

CIVIL GOVERNMENT, PHYSIOLOGY AND GEOGRAPHY will receive their full share of attention, the work being done by the latest and most approved methods as advocated and practiced by the leading educators.

REVIEWS AND DRILLS in all subjects will be very frequent and thorough. Nothing will be left undone that is considered necessary in preparing to pass the examination, and having passed, to become capable and successful teachers.

Sub-Academic

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students of thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

MISS NANNIE TAYLOR

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Conservatory of Music

Voice Culture and Art of Singing

FLORENCE M. CAMPBELL

Pianoforte

VERA PEARL KEMP, FLORENCE M. CAMPBELL

Violin, Wind and Reed Instruments

CHARLES E. AHLER

Theory, Harmony, Composition

VERA PEARL KEMP, FLORENCE M. CAMPBELL

Solfeggio, Sight Singing, Choral and Glee Club

FLORENCE M. CAMPBELL

Ear Training, Dictation, History of Music, Musical Appreciation

FLORENCE M. CAMPBELL, VERA PEARL KEMP

Teachers' Training Course

FLORENCE M. CAMPBELL, VERA PEARL KEMP

CURRICULUM

The course offered in the Union College Conservatory of Music is arranged in departments, open to students from the College and the community. Any of these departments may be taken as desired, but students who wish to obtain the Conservatory Diploma must follow a special course leading to graduation with any of the following major subjects: VOICE, PIANO, VIOLIN, COMPOSITION.

The departments are as follows:

- A. VOICE Department.
- B. PIANO Department.
- C. CHILDREN'S Department.
- D. TEACHER'S TRAINING Department.
- E. THEORY, HARMONY, and COMPOSITION Department.
- F. STRINGED INSTRUMENT and ORCHESTRA Department.
- G. WIND INSTRUMENT and BAND Department.

GENERAL OUTLINE

For those whose aim is to become thorough musicians, the Conservatory offers a broad and sound training, and in those who wish to become professionals in any line of the Art as mentioned above, special interest will be taken.

Stress is laid upon the theoretical studies, for no person can become an all-round musician without an intelligent understanding of the "make-up" of the Art of Music.

The THEORETICAL STUDIES are: Theory, Harmony, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students making Harmony and Composition the major study.

The MECHANICAL STUDIES are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in Singing and Playing. These may be given in classes or individually, as the needs of the students may demand.

The EXPRESSIONAL STUDIES are so individual as to require special and private teaching, as in the Vocal and Instrumental lessons, though in the case of some instruments, arrangements can be made for studying in groups.

After matriculation, the director will examine each student who will then be assigned by her to the proper classes and teachers.

PRESCRIBED COURSE. This must be followed by any who wish to become teachers or artists, and who desire the Conservatory Diploma. Regular and systematic work must be done in order to be successful in this course.

CERTIFICATE COURSES. Students may register for one or more subjects in the different departments, and will be granted certificates upon finishing the required work and passing a satisfactory examination. In order to obtain such certificates there are special requirements in theoretical work, as follows:

Students of Voice: Two terms of Harmony; Sight Singing; Ear Training and Musical Dictation.

Students of Piano or of Major Stringed Instruments: Four terms of Harmony; Sight Singing; Ear Training; Musical Dictation, and two terms of Ensemble.

Each candidate for a Certificate must give one public recital, unless the Director decides that it shall not be necessary.

A. VOICE DEPARTMENT

General Outline

There is no instrument as full of possibilities and capabilities as the human voice, nor one that makes such a strong appeal to the heart of an audience, as the voice which is well trained and under good control.

Great care must be taken in the treatment of each voice, for while there is a general foundational course of development, no two are just alike in their requirements, and the work must be prescribed to suit the individual case.

The work in this most delightful branch of Music follows the methods of the pure *Italian School* of Singing, as taught by the great *Lamperti*, the teacher of the distinguished Voice Culturist, Composer, and Writer, *William Shakespeare*, with whom Miss Campbell studied for several years.

Courses

Three Courses are open to students:

1. *Children's Course*, for students from six years of age.

2. *Singers' and Teachers' Diploma Course*, to equip for *Solo* and *Teachers'* work in all branches of the Vocal Art.

3. *Quartette Course*, including work in Voice Culture, Sight Singing, Church and Concert Quartettes of all styles. Instruction is given in groups in this Course.

Under this Course, is also placed the work in Choral and Glee Clubs.

4. *Special Course* for Gospel Singers.

I. CHILDREN'S COURSE. Children from six years of age will be received for special training in this course, and parents are urged to consider seriously the benefit of correct training in the use of the voices of their children. More fine voices are ruined by incorrect use between the ages of six and fourteen than at any other time. The work of this course is based upon William Shakespeare's *Singing for Children*. Great care is exercised in forming correct habits of breathing, vowel and consonant production, tone placing, sweet intonation, cultivation of the Head Voice for the highest notes, sight singing; preserving, cultivating and strengthening the voice; encouraging a love for the beautiful in the simplest and yet the highest productions of the great masters of song, in English, Italian, and French. Ear training is a special feature, and easy lessons in Theory are given throughout the course. Conversational French is also included in the work, as well as the foundations of the pronunciation of the Italian language, sufficient to enable the young student to sing correctly in this language. There are *three grades* in this course: Beginners, Introductory, and Intermediate.

If there is one branch of Voice Training in which the Director has excelled more than in another, it is in this work of training the voices of children from the ages of six to fourteen, a line of work almost entirely ignored and neglected by the majority of voice culturists, and which is now considered, by such teachers and authorities as Shakespeare, as the most important work that can be done for the establishing of a School of Vocal Music in America that may in future take the place of the old Italian School, which, of necessity, will not be able to hold its own as formerly. The children of this time in America must be trained, and trained correctly, to take the places of the generation that is so rapidly passing out in these days of war and death.

Protect your children, also, from the pernicious influence of the "tremulo," that abomination of the true vocalist. It is nothing but a cultivation of *palsy of the vocal chords*, and once acquired can hardly ever be eradicated. Never submit to a voice teacher who uses that form of singing.

2. SINGERS' AND TEACHERS' DIPLOMA COURSE. This course is offered to those who wish to become proficient as soloists or as teachers in all branches of the vocal art. There are three divisions in this course:

- I. Beginners and Introductory, three grades.
- II. Intermediate, three grades.
- III. Advanced, three grades.

I. In the Beginners' and Introductory Division the work covers the foundational principles of singing, correct breathing and breath control, tone placing, vowel and consonant produc-

tion, simple vocalises and songs and ballads in English and Italian.

Those who have taken the work of the Children's Course have done the work of this division in the first two grades.

For those who desire the Conservatory Diploma the following work is required:

Principal subject: Singing.

Secondary subject: Piano.

Theory, Sight Singing, Ear Training, Musical Dictation.

Musical History,

English Diction, with readings.

Study of French and Italian.

Chorus work.

II. *Intermediate Division.* Voice development continued. Breath control and development of power and agility. Embellishments; Bravura singing. Songs, etc., in English, French, and Italian; Oratorio Selections and other sacred solos. The Song Cycle.

Diploma course requirements:

Principal subject.

Secondary subject (piano).

Harmony, Sight Singing, Ear Training, Musical Dictation.

Italian, English, and French Diction.

History of Music. Psychology as related to Music.

Choral work, and work in teaching Sight Singing and Vocal Classes.

III. *Advanced Division.* Exercises in Advanced Voice Technique. Ornaments and Embellishments of all kinds. Singing in French, German, Italian, English, and Latin. Song Cycles. Arias from Oratorios and Operas.

Diploma course requirements:

Principal subject.

Secondary subject (piano).

Advanced Sight Singing, Ear Training, Musical Dictation.

Study of Advanced Harmony and Musical Form.

French, Italian and English Diction.

Psychology as related to Music. Pedagogy.

Choral work. Church Choir and Quartette work of different kinds.

Final Examinations

The candidate for a diploma in singing, having finished all the work of the above course, and having passed all the theoretical examinations satisfactorily, must also render a program containing an aria from a standard oratorio; an aria from the Italian, French, or German operas; classical and modern songs

in the original languages; a song cycle in English; and an aria or a difficult song prepared without assistance in two weeks' time, and must be able to read a song of medium difficulty at sight, and play by sight the accompaniment of a song or of a solo instrument.

3. **QUARTETTE COURSE.** Those who wish to form male, female or mixed quartettes are taught together. Suitable work in Voice and Breath Control, Sight Singing, Church and Concert Quartettes of all styles.

(Quartettes trained for the city churches if desired.)

Glee Clubs and Choral Work form part of the regular curriculum.

4. **COURSE FOR GOSPEL SINGERS.** Includes full voice training, leading chorus work, cornet or trombone.

B. PIANO DEPARTMENT

The Piano is the most universally used of all musical instruments, and its study is of prime importance. The acquirement of a correct technique, and of the principles of tone production are essential in the preparation of a piano player, and the method employed in doing this, at the Union College Conservatory is one of the most unique and thorough in the whole realm of musical pedagogy, and always has resulted successfully.

The Virgil Clavier Method is acknowledged by such great musicians and players as Paderewski, DePachmann, Joseffy, and hosts of others to be a complete system of technique of the very highest merit, and its use in all parts of the world by musicians and teachers of the highest culture has been one of the chief means of awakening those of the older schools to the realization that a systematized form of training in Music will result as happily as in every other study in the curriculum.

The basic principle of the Virgil Clavier Method is that the *mechanical* part of piano work should be done in such a way as to call into active service the *thinking powers* of the student, and that this can best be done apart from the element of *musical sound*—hence the use

of the Technique Table and the Clavier as aids in acquiring this kind of power.

By the use of this method, when the hearty cooperation of the student is obtained, ground can be covered in *one year* which, in the ordinary methods, takes from two to three years, and it is done with more exactitude and finish.

The correct technical habits having been formed by a series of exercises which are of the highest merit from a pedagogical and psychological standpoint, the student applies the same movements and conditions to the production of truly musical effects, and the result is most gratifying even in beginners. The use of the Clavier in memory work is a great help in the cultivation of the power of concentration and attention, and the mentality of the student is wonderfully strengthened by this method of study. A solo well well-prepared at the Clavier as regards memorizing and technique, when taken at the piano, is ready for the finishing touches in velocity and expression. Indeed, quite a good deal of the element of expression can be felt and introduced when at the Clavier, and over and over again the fact has been demonstrated beyond dispute, that pupils taught after this method can sooner become good players than the majority of those using even the very best of other methods. This was tested to the full satisfaction of the finest musicians in Berlin a good many years ago, and there was, before this great war, a flourishing conservatory in Berlin under the personal direction of Mr. A. K. Virgil for half of each year.

The five courses in this department are as follows:

1. Kindergarten Music Course. (Miss Campbell is a Certificated Kindergartner.)
2. Players' Diploma Course.
3. Teachers' Training Course.
4. Certificate Course.
5. Special Harmony and Composition Course.

1. *Kindergarten Course.*

By a system of attractive exercises, songs and games, children are introduced to the elements of music—Notation, Rhythm, Ear Training, Melody Building, Harmonic combinations and their names. This work is done in *classes* of from four to six children, and the young ladies who are taking the Training Course will be present and assist in the work as part of their own course. In an incredibly short time the little ones will be intelligently talking of Chords and of Rhythm, detecting the pitch of sounds in Nature and in the home, and singing and playing little melodies and writing their own music.

2. *Players' Diploma Course.*

This course is arranged to meet the needs of those who desire to become proficient performers. It is grouped in six divisions:

- I. Beginners—two grades, 1 and 2.
- II. Introductory—two grades, 3 and 4.
- III. Intermediate—two grades, 5 and 6.
- IV. Preparatory—two grades, 7 and 8.
- V. Advanced—two grades, 9 and 10.
- VI. Artist—two grades, 11 and 12.

I. Beginners in Piano work are placed in this division, and also those whose theoretical and technical work has been neglected, who will in this way be able to lay a foundation for all the course that follows. Undoubtedly, this is the most important division of the whole course of music, and upon the thoroughness of the work done here will depend, to a large extent, the future success of the pianist.

The work of this division covers two grades.

For those who are aspiring to the Conservatory Diploma the following course of study is required:

Major Subject: Simple Solos and Duets.

Breathing and Physical Exercises.

Foundation work in Technique, Concentration, Rhythm.

Notation, Sight Singing, Ear Training.

Brain Technique. Elements of Memorizing.

Simple lessons in Theory: Tonology, Rhythm, Italian words and phrases used in Music, Major Scales.

II. *Introductory Division.* Grades 3 and 4.

Major Subject.

Technical work. Pedal exercises. Principles of expression.

Study of Theory: All forms of the Scales; Intervals; Abbreviations and Embellishments.

Reciting, as well as playing Scales, Triads and Chords in different positions.

Ear Training; developing Positive Pitch. Dictation.

Sight Singing, Sight Reading and Playing.

Brain Technique, Rhythm, Memory Training.

Etudes for Mechanism.

Study of solos, such as Mendelssohn's "Songs Without Words"; Schumann's "Album"; Beethoven's "Bagatelles," and the easier sonatas by Mozart, Haydn, etc. Work in Ensemble.

III. *Intermediate Division.* Grades 5 and 6.

Major Subject.

Technical Exercises; Expression; Velocity; Octave Work; Scales and Arpeggios; Chord Work; Rhythmic Exercises.

Sight Singing and Sight Reading. Ear Training.

Musical Dictation. History of Music. Harmony.

Etudes. Two-part inventions: Bach.

Sonatas. Ensemble work. Public playing.

IV. *Preparatory Division.* Grades 7 and 8.

This is the preparatory work for the Conservatory Course proper, and is the equivalent of the credit work of the high schools.

Major subject.

Advanced Technique.

Advanced Harmony and Analysis. Composition.

Sight Singing and Sight Reading. Ear Training. Dictation. Musical History. Special Studies of the Lives of great Composers.

Preludes and Fugues, from the Well-tempered Clavichord, Bach. Suites.

Scales in Double Thirds and Double Sixths.

Studies in Interpretation. Accompaniment Playing.

V. *Advanced Division.* Grades 9 and 10.

Major subject, secondary subject.

Musical Form. Composition.

Counterpoint. Analysis. Harmonic Dictation.

Compositions by Bach, Beethoven, Chopin, Liszt, Schumann, MacDowell, Raff, Grieg, and other Classical and Modern Composers.

The Concerto.

Students in this course must appear in public recitals unless excused by the Director; pass all theoretical examinations, and

present a program to the examiners, including: A Prelude and Fugue from Bach's Well-tempered Clavichord; a Beethoven sonata; Chopin Etude from op. 10 or 25; a Modern Composition, and a personally prepared number of moderate difficulty.

VI. *Artist's Division.* Grades 11 and 12.

D, 3. TEACHERS' TRAINING COURSE.

Everyone who is interested in Music knows that a good player is not of necessity a good teacher. Only rarely are these two faculties combined. Indeed, the ability to become a good teacher is acquired, in most cases, by a study of the ways and means of training the child-mind. In a special study of modern pedagogy, teachers are enabled to accomplish (even with pupils of tender years), what used to be considered possible only for maturer players.

In order to prepare good teachers of Piano, the Teachers' Training Course is arranged, and it is hoped that many may take advantage of this opportunity of preparing themselves to be successful teachers. In this course, students will learn how to make their pupils play, and *play well*—that is, with clear tone and good touch, with intelligence, with refined phrasing and therefore with expression.

The students of this course will also have the privilege of teaching one or more pupils under the direct supervision of their own teachers, and will be advised and directed at every difficult point in the work.

The Teachers' Course includes the following:

The full course in Piano Technique and Ear Training.

Theory of Music; Harmony; History of Music.

Analysis; Interpretation; Standard Compositions.

Psychology, as related to Music; Pedagogy.

Practical application of work; presence in classes taught by an experienced teacher, and teaching in the presence of a Critic Teacher.

Note books are to be kept by those taking this course, and be presented for inspection. Written tests and examinations are held all through the course.

Certificates will be granted for periods shorter than the full course, stating the amount of work accomplished, but in order to obtain the Teacher's *Diploma*, the following requirements must be met:

Study of the full course, covering four divisions, with two grades in each division.

Diatonic and Chromatic Harmony.

Musical History.

Study of the Virgil Clavier Method. All the exercises and technical studies in the "Foundation Exercises," by A. K. Virgil, Books 1 and 2, to be played from memory, and a thorough understanding of the pedagogical value of each study, with the ability to present them to a student.

To give a clear analysis of a standard composition, as to its Form and Interpretation.

To present a thoroughly, well-prepared program, such as is given in the Players' Diploma Course, through Division IV, grade 8, with one number of moderate difficulty prepared by the student in two weeks before playing it.

The candidate for Teacher's Diploma must also be able to play at sight the accompaniment to a Classical Song, and a piece of concerted music given by the examiners.

The Teachers' Course will be included also in the work of grades 9 and 10 in the regular Conservatory Course.

4. CERTIFICATE COURSE.

This course is introduced for those who desire to take some work offered in the different courses, yet who do not want to take up the full Diploma Courses.

In connection with the "General Outline," there is a statement with regard to the requirements in the Certificate Courses, and prospective students are referred to that paragraph in order to understand what will be necessary to obtain a certificate.

E. 5. SPECIAL COURSE IN HARMONY AND COMPOSITION

For students showing marked ability in Harmony and Composition a special course is presented, which enables them to do work admitting them to such Schools for Composers as the one found in Columbia University, New York, which ranks with the very highest.

The course covers work in Diatonic and Chromatic Harmony; Musical Analysis; Rhythm; Form; Counterpoint; Harmonizing given Melodies; writing Melodies of all forms, and then harmonizing them; the Short Prelude—to compose it; the Melodic Intermezzo, or Accompanied Melody; the Long Prelude; the Extended Intermezzo; a Theme with Variations; the Postlude; the March; the Finale; the Sonata; the Fantasia; arranging music for different solo instruments; the Vocal Solo; arranging music for bands or for orchestras; writing the vocal parts to a given (or composed) Melody; beginning the work of the larger forms of Composition.

Such work as the above will be a splendid introduction to the Art of Composition, and will enable a student to realize fully whether he or she has the gift of composition which will make it worth while to press forward in more ambitious lines. Even as far as this course will take a student, he will become an efficient composer.

Harmony at the Keyboard and work in Extemporization also come under this course.

The full course of Musical Composition and Orchestration, together with the required College studies, will lead to the Degree of Bachelor of Music.

F. STRINGED INSTRUMENTS AND ORCHESTRA DEPARTMENT

No Conservatory of Music is complete without the "Queen of Instruments," the Violin, an instrument that

has been perfected in the time of the great Stradavarius and other wonderful violin makers.

Then, there is the great stringed instrument family, the Viola, the lovely Violincello, the deep-toned Double Bass—who would be willing to miss any of them from the Conservatory work? Even as formerly, we hope to have a fine Orchestra, and no doubt there will be many who will enter with enthusiasm into the study of these stringed instruments. Even the small children should have an Orchestra, and what is more attractive than a group of the younger ones with their smaller Violins? That is the right time to begin this work, for no one ever became a great violinist who did not begin when very young.

The most beautiful music in the world is written for the Orchestra, and it is really wonderful how soon the students can learn and appreciate these beauties.

The outline of work follows much the same course as that for the Piano: the Elementary Course; the Intermediate Course; the Advanced Course.

Elementary Course

The required work in this course is as follows:

Principal Subject.

Secondary Subject (Piano).

Theory, Rhythm, Italian words and phrases used in music.

Sight Reading, Ear Training, Musical Dictation.

History of Music (optional).

In this course there are two grades, and the general work follows about the studies that are in the list below, though at times these may be changed at the discretion of the teacher:

GRADE 1. Wichtl's Young Violinist; De Beriot's Violin School (or Dancla's Method). Studies by Dancla, Mazas. Pieces by Papini, Ries (op. 28), Bohm, etc.

GRADE 2. Kayser, Books 1 and 2. Hermann, op. 20. Kron, op. 111. Dancla's Studies, op. 122.

Intermediate Course

Required work towards diploma:

Major Subject.

Secondary Subject.

Harmony, Sight Reading, Ear Training, Dictation.
Work in Classes and Orchestra.

Musical History.

The work of Grades 3 and 4 is covered in this course:

GRADE 3. Kayser, Book 3. Kreutzer, first ten exercises. Mazas, op. 36, Book I. Shradieck, Book I. Dancla, op. 89. Dancla's Etudes, op. 110.

GRADE 4. Kreutzer, forty-two studies. Scale and Arpeggio studies, Book II, Blumenstegel. Three-octave scales. Pieces by Donizetti, Viotti, Klose, etc.

Advanced Course

Required work, as follows:

Major Subject.

Advanced Harmony and Counterpoint.

Analysis, Musical Form.

Ensemble, Orchestra and String Quartette.

GRADE 5. Kreutzer, thirteen studies. Viotti, 22nd Concerto. Rode, 7th Concerto. Pieces by Ernst, Moszkowski, Krause, etc.

The student who wishes to obtain the Conservatory Diploma in Violin must pass the necessary Theoretical Examinations, present a suitable program of Classical and Modern Composers; read at sight a piece selected by the examiners, and prepare without assistance a piece of moderate difficulty in two weeks.

OTHER STRINGED INSTRUMENTS will follow in the course as required. The Mandolin is offered as a secondary study, and a Mandolin Club is always an attractive feature in public recitals of miscellaneous character.

G. WIND INSTRUMENT AND BAND DEPARTMENT

In this department work is offered in all kinds of brass instruments, such as cornet, trombone, baritone, bass, etc.; also the clarinet and saxophone.

WIND INSTRUMENTS are primarily the instruments of *men*, and the boys love them, and they appeal to them more than any other class of instruments. They are a means also of leading boys to become interested in the other branches of music, if they feel indifferent to them at first.

A course is also offered in the training of buglers for the Army and Navy, and any young man wishing to learn the "calls" can receive the instruction in connection with his band work.

ACADEMY MUSIC COURSE

To be eligible, to make credits for work in Music in the Academy, a student must be able to sight-read at the Piano and understand the elements of Music. A credit may be made *each year* of the Academy Course, provided the full work arranged through the eighth grade of Piano (Preparatory Division) shall be completed when the work of Senior Academy is finished.

Arrangements can be made for separate credits in Music for those who have not completed the *full* course.

One year's work in Special Voice Culture or in Violin may be substituted for one year's work in Piano in completing the Academy Music Course, when Piano is the Major subject.

Freshman Year		
<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
English I.....4	English I.....4	English I.....4
Mathematics I....5	Mathematics I....5	Mathematics I....5
Latin I or Science.5	Latin I or Science.5	Latin I or Science.5
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2
Sophomore Year		
English II.....4	English II.....4	English II.....4
Mathematics II...5	Mathematics II...5	Mathematics II...5
Latin or History I.....5	Latin or History I.....5	Latin or History I.....5
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2
Junior Year		
English III.....4	English III.....4	English III.....4
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2
*Electives 10	*Electives 10	*Electives 10
Senior Year		
English IV.....4	English IV.....4	English IV.....4
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2
*Electives 10	*Electives 10	*Electives 10

*Two subjects to be chosen from Latin, Spanish, Science I, Domestic Science, History, Mathematics, Psychology, and Economics.

NOTE—In every case Latin I and II, one unit of History, and one of Domestic Science for girls will be required for graduation. If the student expects to enter College, Mathematics IV should be taken and preferably one or two more units of Latin or Spanish.

DIPLOMA AND DEGREE COURSES

Candidates for admission to the regular Conservatory Courses, leading to a Degree or a Diploma, must present, at least, the following units of credit in Preparatory (High School) work:

English, three units; Mathematics, two units; Language, two units; Music, three units; Elective, three units.

Not more than *two units* will be allowed *on conditions* in High School units, and none in Music. However, a student wishing to do very special work in Music may enter the Conservatory proper by presenting two units of High School work in lieu of the units in Music.

The conditions (if any) must be made up before the end of the second year in Conservatory, either in Academy classes or by private tutoring.

A *unit* of preparation is a study that requires a daily recitation in a prepared topic for the full Academy year.

A student finishing the Union College Academy is a *bona fide* candidate for work in the Conservatory of Music leading to a Degree or a Diploma.

Entrance credits may be established by certificate from the Principal or Secretary of an accredited High School, stating, in detail, the list of preparatory studies, with grades attained in each.

If these conditions are not complied with, a student applying for admission in the Conservatory Regular Course must pass satisfactory examinations before admission.

COURSE OF STUDY

I. Course in Applied Music, leading to a Diploma as "Teacher of Music."

II. Course in Applied Music, leading to the Degree of "Bachelor of Music."

III. Course in Theory and Composition, leading to the Degree of Bachelor of Music, and Master of Music.

Students in regular courses who wish to become candidates for a Degree or a Diploma, must pursue their studies in accordance with the schedules laid down.

In each division, the student may take, in addition to the subjects scheduled, certain studies in the College of Liberal Arts, provided the admission requirements to that College are fully met.

It is also possible to arrange for Music as an elective in connection with the Regular Course for the *Degree of Bachelor of Arts*.

COURSE I—*Applied Music*, leading to a Diploma as Teacher of Music. Open to students who have fulfilled the regular admission requirements of the Conservatory.

"Applied Music" means the practical study of Voice, Piano, Organ, Violin, Violincello, in private, individual lessons.

It also includes certain Theoretical subjects as scheduled below, which are given in classes.

Course I includes the work of the Preliminary Division, and the First, Second and Third Divisions as below. Upon the completion of this work the Diploma as Teacher of Music is conferred.

COURSE II—*Applied Music*, leading to the Degree of Bachelor of Music.

This course includes the work of First, Second, Third and Fourth Divisions, as scheduled below, and upon the completion of this work the Degree of Bachelor of Music is conferred. Course II is only open to students of exceptional ability, as the Preliminary Division of Course I will have to be taken by most candidates.

SCHEDULE OF STUDIES IN APPLIED MUSIC

Preliminary Division

- A. Sight singing.
- AB. Rudiments of Music (Theory).
- B. Ear Training and Dictation.
- C. Appreciation of Music.
- D. Harmony.
- E. Keyboard Harmony.
- Applied Music (two half-hour lessons a week).
- K. Normal Piano Methods (Piano Major).
- L. English Poetry and Diction (Voice Major).
- M. Vocal Ensemble (all Music students).
- N. Instrumental Ensemble (Piano Major).
- O. Orchestra Ensemble (Violin, 'Cello Major).

First Division

- B2. Ear Training and Dictation.
- C2. History of Music.
- D2. Harmony.
- E2. Keyboard Harmony.
- F1. Form and Analysis.
- Applied Music (two half-hour lessons a week).
- K1. Normal Piano Methods (Piano Major).
- L2 or L3. German or French Language and Diction (Voice Major).
- M. Vocal Ensemble (all Music students).
- N2. Instrumental Ensemble (Piano Major).
- O. Orchestra Ensemble.

Second Division

- B3. Ear Training and Dictation.
- C3. History of Music.
- D3. Harmony.
- F2. Form and Analysis.
- G1. Counterpoint.
- Applied Music (two half-hour lessons a week).
- K2. Normal Piano Methods, or
- L2 or L3. German or French Languages and Diction.
- M. Vocal Ensemble.
- N3. Instrumental Ensemble (Piano).
- O. Orchestra Ensemble.

Third Division

- I1 and I2. Material for teaching music to children. Practice Teaching. Choral Conducting.
- J. Psychology, as related to Music.
- D4. Modern Harmony (optional).
- F3. Form and Analysis.
- G2. Counterpoint.
- H1. Instrumental Composition.
- H4. Vocal Composition.
- Applied Music (two forty-five minute lessons per week).
- K2. Piano Methods, or
- L4. Italian Language and Diction.
- M. Vocal Ensemble.
- N4. Instrumental Ensemble (Piano).
- O. Orchestra Ensemble.
- Recital Work.

Q. Course I, as above:

Students Majoring in Piano are required to perform programs consisting of a Concerto or Chamber of Music of advanced diffi-

culty; one of the later Beethoven Sonatas; one of the more important works of Bach; two Chopin Etudes; selections from the more important works of modern writers.

Students Majoring in Voice are required to perform programs consisting of an Operatic Aria; an Aria from an Oratorio; a group of Classical and Modern Songs.

These students must also pass examinations in Solfeggio and Vocal Ensemble and are required to take the full work in English Language and Diction and in *one* of the foreign languages. They must also be able to play their own accompaniments on the piano and Sight Read at the piano fairly well.

Students Majoring in Stringed Instruments are required to take part in the Orchestra work, and regular attendance at all rehearsals is obligatory. Registration may be cancelled for neglect in this regard.

Students Majoring in Violin are required to perform programs of a Bach Sonata; a Concerto of advanced difficulty; a modern Sonata for Violin and Piano; Selections from the more important works of Vieuxtemps and Wieniawski.

Course II, in Applied Music, leading to Degree of Bachelor of Music.

Everything as in Course I must be satisfactorily presented and examinations passed.

In addition, the following work must be presented:

Fourth Division

C4 and C5. Assigned Reading in History of Music; the Philosophy of Music; Esthetics; Criticism; Biography, etc.

D4. Harmony (optional).

H2. Instrumental Composition.

F4. Form and Analysis (original research).

Applied Music (two forty-five minute lessons per week).

K, L, M, N or O.

Senior Recital.

In Course II the requirements for program work are materially advanced.

COURSE III—*Theory and Composition*. Open to students showing decided ability for the Theory of Music and Composition, who have met the entrance requirements, and who can prove their mastery of the theoretical subjects listed under the Preliminary Division of Applied Music. The same schedule given the work required for the First and Second Divisions.

The Third, Fourth and Fifth Divisions are scheduled below.

The Degree of Bachelor of Music is conferred upon the completion of the Fourth Division; that of Master of Music upon the completion of the Fifth Division.

Piano lessons are *required* during at least two divisions, even if other instruments or the Voice have been Major subjects before.

Third Division

C4. Criticism and Esthetics.

F3. Form and Analysis.

G2. Counterpoint.

H1. Instrumental Composition.

H4. Vocal Composition.

Private lessons in Composition (two half-hour lessons a week).

Private lessons in Piano (two half-hour lessons a week) if not a Major before.

Fourth Division

D4. Modern Harmony.

F4. Original Research in Form and Analysis.

G3. Counterpoint.

H2. Instrumental Composition.

H5. Vocal Composition.

Private lessons in Composition (two forty-five minute lessons a week).

Private lessons in Piano (two half-hour lessons a week) if not a Major before.

Bachelor's Thesis.

Fifth Division

H3. Instrumental Composition.

H6. Vocal Composition.

Private lessons in Composition (two forty-five minute lessons a week).

Master's Thesis.

DESCRIPTION OF THEORETICAL SUBJECTS

AA. Elementary Music Theory—Sight-singing, ear-training and harmony.

A. Sight-singing. Required of all students in Music. Drill in Scale and Interval singing, time and part-singing. Two sections according to ability. Tests must be passed satisfactorily before M (Vocal Ensemble) can be taken.

Text-books—Choral Class book and Methodist Hymnal.

AB. Drill Class in Rudiments. Required of all Freshmen in I and III. One lesson a week in class, for fall term.

Br. Ear Training and Dictation (Melodic). Tone relationships of major and minor.

Elementary Rhythm; Song Analysis.

B2. Ear Training and Dictation (Melodic and Harmonic).

B3. Same with advanced work.

B4. Ear Training and Dictation, with advanced chords and resolutions.

C1. Appreciation of Music. Lecture course with illustrations. A year's work. Examinations.

C2. History of Music. A year's work. Written examinations at end of each term.

C3. History of Music. Developments of the perfected forms.

C4. Esthetics and Criticism. Criticisms of music actually heard. Programs arranged and carried out.

C5. Assigned Reading, in History, Philosophy, Esthetics, Criticism, Biography, etc.

D1. Harmony. From Scales through Inversions with least modulations (one year).

D2. Harmony. Elementary Composition, four-part writing. Songs with accompaniments, and piano pieces in small forms (one year).

D3. Harmony. Advanced work. Thorough work in Diatonic Harmony and Harmonization.

D4. Modern Harmony. Extended Modulation. Chromatic Harmony.

E1. Keyboard Harmony. Chord progressions, cadence formulas; sequences, using triads; dominant and diminished chord (one or two terms).

E2. Keyboard Harmony—Continued.

F1. Form and Analysis. Study of Hymn-tunes (Methodist Hymnal). Preludes, inventions and dance forms of Bach, Forms with Trio. Themes with variations, Sonata.

F2. Form and Analysis. Bach, Haydn, Mozart, Beethoven music, cantatas and oratorio.

F3. Form and Analysis. Chronological survey of developments of vocal and instrumental music. Greek modes.

F4. Original research in Form and Analysis, in great classic compositions—as chamber-music and orchestral compositions.

G1. Counterpoint. In two, three, and four parts.

G2 and G3. Counterpoint. Double counterpoint, imitation, sequences, canons, and in five and more parts. Canons and fugues, in three and more parts.

H1. Instrumental Composition. Applied harmony. Scoring for small orchestra.

H2 and H3. Instrumental Composition. Primary forms. Movements for piano or strings, with modern harmony. Score reading. Scoring for orchestra. Sonata form in piano and chamber music. Full orchestration.

H4, H5, H6. Vocal Composition. Poetry and prose applied

to musical forms. Anthems, hymns, canticles, cantatas, single and double choruses. The oratorio with orchestral accompaniment.

I1 and I2. Material for primary and intermediate grades of music. Class work in piano and violin. Choral conducting, easy orchestration. Work for upper grades and High School music in voice and orchestra. Practice Teaching.

I3. High School orchestra, community orchestra, practical orchestration. Orchestral and choral conducting. Pageants and their organization. Operetta. Advanced High School work.

J. Psychology as related to Music may also be taken in class in College of Liberal Arts.

K1 and K2. Piano Methods. Includes work in Technique, ear training, rhythm, time values, notation and sight reading, scale building, signatures, melodies, phrasing, use of pedals, use of teaching materials.

L1, L2, L3, L4. English, German, French and Italian Languages and Diction as applied to singing.

M. Vocal Ensemble. Open to those who have taken work in the Solfeggio class (A). Cantatas, choruses, oratorios. Required from students of Music, and optional with College students.

N1, N2, N3, N4. Instrumental Ensemble. A course for Piano students in sight reading and rhythm, graded from the simplest duets to chamber music and modern orchestral arrangements.

O. Orchestral Ensemble. Required work for all students of stringed instruments, at the discretion of the Director of the Violin Department. Work leading up to symphonies and higher forms.

P. Children's Class Demonstrations. Very young children used in the Course of Normal Piano Methods, to illustrate work in technique, ear training, rhythm, notation and playing and singing.

MUSICAL ORGANIZATIONS

Besides the *Orchestra* and the *Band*, we expect to make a good deal of our chorus singing, the *Choral*, open to all who love to sing, and want to sing better, who wish to spend an hour a week together in this delightful occupation, and of course learning something of the sight singing and other things necessary to improve the full effect of the singing.

The "*Treble Clef Club*" is an organization of women's and girls' voices, which is a most delightful and interesting addition to all musical or other entertainments. This club will be started early in the year.

Another interesting feature which will be open to everyone, is the *Course of Lectures on History of Music*, to be given by the Director, with illustrations given on the "Talking Machine" and also by song and instruments.

As well as this, there will be a Course in *Appreciation of Music*, which will acquaint us all more fully with all kinds of music, from the earliest days up to the present time.

As time passes, more will be told about all these things, and announcements made when the different organizations will meet, and it is sincerely hoped that large numbers of the citizens may take advantage of these opportunities to make Barbourville the most musical city in the mountains, and to make it more and more attractive to outsiders who will desire to live in a "live" place.

There will also be an opportunity given to Public School Teachers to take a course one hour a week, on the treatment of the Child Voice, as the Director knows that in the hands of these teachers lies, to a large degree, the future of the songsters of the country. If we want good singers, *and we do*, the teachers of the children *must know* how to treat the tender voices of the children.

FREE ADVANTAGES

The following branches, which are usually charged for in a separate fee, are given free to students who are taking one or more principal subjects in music:

Theory, Harmony, Sight Singing, Ear Training, Musical Dictation, Sight Reading, Orchestra, Band, History of Music, Musical Appreciation, College Recitals.

TUITION FEES

Cost of tuition varies according to the *Grade* and the *Teacher*.

Fees payable in advance. These prices are based upon two private lessons of thirty minutes each and extra classes in theory, harmony, history, etc.

VOICE				
		<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
1. <i>Children's Course</i>	\$15.50		\$12.25	\$12.25
	to		to	to
	20.00		17.50	17.50
2. <i>Diploma Course</i> —				
Division I	20.00		17.00	17.00
Division II	22.50		19.50	19.50
Division III	25.00		22.00	22.00
3. <i>Quartette Course</i> —				
Each member	10.00		8.50	8.50
4. <i>Gospel Singers' Course</i>	20.00		17.00	17.00

PIANO.				
1. <i>Kindergarten Course</i> —				
Each member of class of 4....	10.00		8.00	8.00
2. <i>Players' Diploma Course</i> —				
I. Beginners (Grades 1 and				
2)	15.50		12.25	12.25
	to		to	to
	20.00		17.50	17.50
II. Introductory (Grades 3				
and 4)	16.50		13.25	13.25
	to		to	to
	21.00		17.75	17.75
III. Intermediate (Grades 5				
and 6)	18.00		15.00	15.00
	to		to	to
	22.50		19.50	19.50
IV. Preparatory (Grades 7				
and 8)	20.00		17.00	17.00
	to		to	to
	24.50		21.50	21.50

CONSERVATORY WORK				
3. <i>Teachers' Training Course</i> —				
Division I	25.00		22.00	22.00
Division II	26.50		23.50	23.50

Division III	28.00	25.00	25.00
Division IV	30.00	27.00	27.00

4. *Certificate Courses—*

In *Voice* or *Piano*: The same as in other courses, according to division and teacher.

5. *Special Harmony and Composition—*

First year	20.00	17.00	17.00
Second year	22.00	19.00	19.00

STRINGED AND WIND INSTRUMENTS

Division I	18.00	15.00	15.00
Division II	19.00	16.00	16.00
Division III	20.00	17.00	17.00

For those not taking Special Lessons: Orchestra, Band, Mandolin Club, "Treble Clef Club," "Choral Glee Club," \$5.00 each term deposit.

For regular Students in Music: Orchestra, Band, Mandolin Club, \$1.00 each term deposit.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE 1. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.

Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.

Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.

Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.

Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.

Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.

Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Expenses

All bills are charged by the term and are payable in advance. However, board for one-half the term may be paid in advance and the second half be paid at the middle of the term. So, instead of paying \$52.00 for board upon entering in September one can pay \$26.00 and then November 1, \$26.00; January 2, \$21.00; February 7, \$21.00; March 19, \$21.00, and April 25, \$21.00.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of \$2.75 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 15-17 for Government and Boarding Student's Outfit.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	\$18.00	\$16.00	\$16.00
Academy	14.00	11.00	11.00
Normal—State Certificate	10.00	8.00	8.00
County Certificate	8.00	7.00	7.00
Sub-Academic	8.00	7.00	7.00
Expression—two lessons a week.	16.00	13.00	13.00
Art—Two lessons a week.....	16.00	13.00	13.00
Typewriting	8.00	7.00	7.00
Penmanship	3.50	2.75	2.75

For tuition in music, see Conservatory of Music.

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	\$ 0.50	\$ 0.50	\$ 0.50
Zoology	1.00	1.00	1.00
Physics	1.50	1.50	1.50
Chemistry	2.00	2.00	2.00
Piano rental, one hour daily	3.50	2.75	2.75

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service....	\$52.00	\$42.00	\$42.00

NOTE—These prices for board and room are subject to change if food prices should raise appreciably above prices of last year.

MISCELLANEOUS

Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition.....	\$5.00
Same, in Girls' Hall.....	2.00
Special Examination	1.00
College, Academic, Music, Art or Expression Diplomas....	5.00
Gymnasium and Student Activity fee (paid by all students), per term	2.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	Fall Term	Winter Term	Spring Term	Year
College	\$72.00	\$60.00	\$60.00	\$192.00
Academy	68.00	55.00	55.00	178.00
Normal and Sub-Acad...	62.00	51.00	51.00	164.00

NOTE—Special consideration in tuition is given all ministerial and missionary students and children of ministers. Write for particulars.

ROLL OF ALUMNI OF UNION COLLEGE**Collegiate Department****1893**

James Perry Faulkner (M.A., In cursu, 1896).....	A.B.
John Elbert Thomas.....	A.B.

1894

John Henry Byrley.....	A.B.
Charles Helder Gibson.....	A.B.
James Samuel Lock.....	A.B.

1895

Alexander Francis Felts.....	A.B.
Leslie Hudson (deceased).....	A.B.
Sarah Elizabeth Lock.....	A.B.
Daisy Chastine Tinsley.....	A.B.
Maude Ellen Tinsley.....	A.B.
George Harmon Wilson.....	A.B.

1896

William Carson Black.....	A.B.
James Pogue Gibson.....	A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....	A.B.
Edward Warren Tinsley.....	A.B.

1897

Fred Trigg Kelley (deceased).....	A.B.
May E. Lock (deceased).....	A.B.

1898

Victor Vance Anderson.....	A.B.
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1899

John Black Hudson.....	A.B.
John Eve Matthews.....	A.B.

1900

Della Jewell Johnson.....	A.B.
Maymie Hannah Johnson.....	A.B.
Henry Clay Black.....	A.B.
George Augustus Lock.....	A.B.
Grant Perkins	A.B.
J. Will Harris.....	A.B.

1903

Margaret Gill Burnside.....	A.B.
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1904

Roxye Leona Wilson (deceased).....A.B.

1905

Joseph A. Bretz.....A.B.

1906

Lawrence G. Wesley.....A.B.

Cora Grindstaff A.B.

Laura Grindstaff A.B.

1907

Ernest Faulkner A.B.

Lena Wilson A.B.

1908

Edward P. Hall.....A.B.

1919

Samuel P. Franklin.....A.B.

Junior Collegiate Department

Charles Leroy Howes.....1913

Academic Department

Thomas A. Wood.....1908

Mary Ballinger (deceased).....1908

Howard Trent 1908

J. Spencer Singleton.....1908

Thomas Bradley Ashley.....1909

Charles G. Black.....1909

J. Loyd Decell.....1909

Robert W. Howes.....1909

Laura Green Easley.....1909

Nancy Kincheloe 1909

Sudie Pauline Newman.....1909

Hattie Jean Stansberry.....1909

Amelia Ballinger 1910

Amelia Ballinger 1910

Grace Bellaire Berry.....1910

Verdie Colson 1910

Idella Kincheloe 1910

B. C. Lewis.....1910

William Clark Mace.....1910

Edgar B. Wesley.....1910

Oscar Wesley	1910
Mary Rice Wilson.....	1910
Ellen Bryan Clark.....	1911
Ida Mae Cole.....	1911
Anna Mae Creech.....	1911
Guy Leslie Dickinson.....	1911
Norma Bruce Elliott.....	1911
Nancy Lee Faulkner.....	1911
Anna Royston Griggs.....	1911
Charles Leroy Howes.....	1911
Lallah Rookh Johnson.....	1911
Harrison W. Large.....	1911
Mary Dora Laughlin.....	1911
Lucy Ballinger	1912
Pearl Allyn Bastin.....	1912
Hallie Ester Cheap.....	1912
Myrtle Cole	1912
Lillian Hanna Mae Harrop.....	1912
Walter Monroe Jarvis.....	1912
Bertha Lockhart Norris.....	1912
Kathleen Brennan Sullivan.....	1912
Naomi Oldham Tuttle.....	1912
Annie Dee Albright.....	1913
Anna Cronley Ballinger.....	1913
John List Carrol (deceased).....	1913
Ollie Elnora Cole.....	1913
Maude Cole (deceased).....	1913
Ruth Decker	1913
Robert Faulkner	1913
Louise Jesson	1913
Mabel Jacobs Matthews.....	1913
Earl Mayhew	1913
Veana Gilraith Noe.....	1913
Thelma Edythe Stratton.....	1913
Edward William Scent.....	1913
Richard Brittain Tuggle.....	1913
Anna Melvin Walton.....	1913
John Henderson Young.....	1913
Stephen Amos Ballinger.....	1915
W. McKinley Wesley.....	1915
Clyde Stanfill	1915
Martha Francis Albright.....	1916
Samuel Petty Franklin.....	1916
Odis Elizabeth Fuller.....	1916

Carl Wendell Haggard.....	1916
Margaret Nelle Jones.....	1916
Karl Euart Lewis.....	1916
Katherine Kinniard Locke.....	1916
Stuart Doak Miller.....	1916
Mary Dowis Sampson.....	1916
Pauline Steele Sampson.....	1916
Winford Bailey Sampson.....	1916
Joel Dale Stansbury.....	1916
Clarence Swearingen	1916
George William Thomas.....	1916
Eva Nedra Carter.....	1917
William F. Gregory.....	1917
Aubrey H. Guyn	1917
Gladys Loraine Johnson.....	1917
Florence Mildred Putnam.....	1917
Emoline E. Sampson.....	1917
Della Jewel Tye.....	1917
Darrell Archibald.....	1918
William Amis.....	1918
Minnie Hopkins.....	1918
Mabel Alloway	1919
Horace Barker	1919
Marjorie Brown	1919
Grace Kennedy	1919
Roberta Cole	1919
Collie Franklin	1919
Thelma Morehead	1919
Daisy Robsion	1919
John Robsion	1919

Music Department

John Easley	1908
Emma Weaver	1909
Ida Mae Cole.....	1911
Norma Bruce Elliott.....	1911
Ollie Elnora Cole.....	1913
S. P. Franklin.....	1917

UNION COLLEGE SERVICE RECORD

This record is incomplete in that we do not have all the names of Union College students who were in the great war and we do have complete data concerning some of these names we have, but we present the list as best we have been able to secure it. Union College is happy to have presented such a splendid list of manly men to our country for the saving of the world from materialism, militarism, and the grossest of inhumanity.

Faculty

Brown, Charles L.	
Lewis, B. C.	Y. M. C. A., in France
Williams, Stanley E.	In France

Students

Arthur, James	Navy
Bain, Paul, Sgt.	Medical Corps, in France
Ballinger, Steven A., Pvt.	Mechanical Corps, Aero Service
Black, Charles, Pvt.	Ambulance Brig., in France
Bird, Geo. D.	U. S. Marines
Black, Reed P.	Y. M. C. A., in France
Brashear, Bryan	Supply Company
Broughton, Woodward	
Brice, Hiram L.	Co. G, 1st Pioneers Inf., A. E. F., in Germany
Campbell, John	
Carroll, John, Pvt.	Field Hospital 147—Died in Belgium
Claudfelder, Darius	
Cottingine, Louis.	Navy, U. S. S. Pennsylvania
Comley, Oscar, Sgt.	Company A, Motor Brigade
Decker, Elmer, Pvt.	Field Artillery, in France
Dishman, Ben, Second Lieut.	
Dishman, E. B., Capt.	In France
Dishman, Will	
Earley, Bee, Mess Sgt.	In France
Eckler, Harry	Navy
Evans, Ben.	Artillery O. T. C.
Faulkner, Clarence, Second Lieut.	
Faulkner, Drew	
Faulkner, Robert, Second Lieut.	Inf. Sup. Co., in France
Faulkner, Vernon, Corp.	Infantry
Ford, Lillman	
Gibson, Ben F., Pvt.	Batt. D, 11th Reg.
Gilbert, James	
Gregory, Jesse	

Gregory, Tom, Pvt.....	Supply Company 17
Hale, Sam	Navy
Hemphill, A. H., Second Lieut.....	O. M. C., A. E. F., in France
Hemphill, Fred	Mechanic, Air Service
Henrickson, Charles	
Gerndon, Ben.....	Reg. Sup. Company, in France
Herron, George, Pvt.....	In France
Higgins, Clark	
Hinkle, Clarence	Navy
Hopper, Sid.....	Wounded in France
Hubbard, Henry	Navy
Jackson, Oscar.....	Mechan. Corps, in France
Jarvis, Floyd, Pvt.....	Infantry, in France
Jarvis, Tip.....	Medical Corps
Jarvis, Walter, First Lieut.....	
Jesson, Louis.....	Nurse, Camp McClellan
Jett, Beach, Second Lieut.....	
Jones, Charles	Hospital Corps
Jones, Fred	Navy
Jones, John Catron	
Kincaid, Willie.....	Sgt. Reg. Sup. Co.
King, George Arthur.....	Aviation Corps, Machinist, in England
King, Henry, Pvt.....	Artillery—Wounded in France
Knuckles, Carl D.	
Large, Harrison W.....	Y. M. C. A.
Leger, J. E.	Navy
Logan, Leslie, M. D., Capt.....	Med. Corps, in France
Lumpkins, Turner	
Matthews, James	
Matthews, Vance, Pvt.....	
Maddingly, James	
Mayhew, Earl, Second Lieut.....	Infantry
Mayhew, John, Pvt.....	Amb. Corps, in France
McNeil, James M.....	Navy, Electrician-Radio Operator
McDonald, Robert, Sgt.....	155th U. S. Inf. Band, in France
Miller, Clarence, Lieut.....	
Miller, Bubert	Navy, Band—brass horn
Parrott, Troy	
Roderiguez, Armando	
Reynolds, Beverley	Supply Company
Reynolds, Charles	Navy
Rice, Jeff	In France
Rice, Lawrence	In France
Richardson, Frank	
Roland, Seymour, First Lieut.....	Med. Corps, in France
Sawyers, E. E., Jr., Supply Sgt.....	
Senters, Philip, Sgt.....	Northern Russia

Sevier, John R.....	Naval Av., in England
Scent, Edward, First Lieut., Q. M.....	In France
Simms, Algin T., Sgt.....	Band, in France
Slucher, Oscar	
Smith, Daugh W.	
Smith, Harrison	
Spratt, Tom	Va. Military Institute
Summers, Chas., Second Lieut.....	Art Instructor
Stanfil, Earl, Pvt.....	Amb. Corps
Stansbury, Albert.....	Heavy Artillery, in France
Stansbury, Frank	Band, Fort Thomas
Stansbury, John G., Second Lieut.....	Q. W.
Steele, Clarence G.....	S. A. T. C., Lexington, Ky.
Taggart, Louis	
Taggart, Turner	
Tinsley, Alex.....	Navy Q. W.
Thompson, J. T.....	
Thompson, Sam	
Trosper, Jay	Navy
Trosper, Raleigh V.....	Inf., in France
Trosper, Jesse	
Trosper, Robert	
Tuggle, Richard B....	Navy Ensign, U-Boat Destroyer, in France
Tye, Kager, Second Lieut.....	Aviation Defense
Wesley, McKinley W.....	S. A. T. C., Center College
Williams, Andrew	
Williams, Ben	
Williams, Oscar	
White, Hermon, Corp. Guard.....	Germ. Prison, Atlanta, Ga.
Wood, Lewis, Chaplain.....	Captured by Germans and killed because he refused to reveal Government secrets
York, Oscar	In France

Register of Students

College

Amis, William	Knox	County
Archibald, Darrell	Illinois	County
Davis, A. H.	Knox	County
Elliott, Mrs. Charles	Pike	County
Franklin, S. P.	Anderson	County
Golden, Reese	Knox	County
Gwyn, Aubrey H.	Jessamine	County
Jasper, Elfrida	Casey	County
Jones, Nelle	Knox	County
Sampson, Dowis	Knox	County
Sloan, Anna	Pulaski	County

Academy

Alloway, Mabel	Bell	County
Bailey, Evertt	Rockcastle	County
Bain, Sallie	Knox	County
Bain, Ruby	Knox	County
Barker, Horace	Estill	County
Beddow, Robert	Knox	County
Blair, Robert	Whitley	County
Blair, James	Knox	County
Blair, Vernon	Knox	County
Brown, Marjorie	Illinois	County
Burke, Edgar	Madison	County
Burroughs, Flora	Grant	County
Burroughs, Otis	Grant	County
Burruss, Price	Fayette	County
Butler, W. G.	Bell	County
Campbell, Clara	Knox	County
Campbell, Ethel	Knox	County
Carty, Willard	Knox	County
Clark, Myers	Whitley	County
Clevinger, Carl	Pike	County
Cole, Roberta	Knox	County
Cox, Bryant	Marion	County
Creech, Victoria	Harlan	County
Davis, Emily	Knox	County
Dunbar, Vern	Harlan	County
Earley, Frank	Laurel	County
Earley, Robert	Laurel	County
Edwards, Francis	Marion	County

Elliott, Ernest	Pike County
Farmer, Wilson	Knox County
Fee, Mary	Knox County
Franklin, Collie	Anderson County
Franklin, Cheslie	Anderson County
Gardner, Edwin	Michigan
Gilbert, Xenia	Bell County
Gilbert, Ruby	Bell County
Hawn, Mamyme	Knox County
Harkleroad, Andy G.....	Estill County
Heidrick, Mary Agnes	Knox County
Howard, Flora	Knox County
Hubbard, Ollie	Clay County
Humfleet, Albert	Knox County
Humfleet, Violet	Knox County
Hunter, Virginia	Knox County
Keith, Janie	Clay County
Kelley, Cecil	Pike County
Kennedy, Grace	Pulaski County
Knuckles, Grace	Bell County
Lee, Anna	Illinois
Leger, Ida	Knox County
Leger, J. E.	Knox County
Lester, Mary	Knox County
Lewis, Lenora	Knox County
Lyons, Williams	Knox County
Mays, Jesse	Knox County
Mays, Goebel	Knox County
Marcum, William	Owsley County
Marion, Bess	Bell County
Maxey, Cecil	Knox County
Melton, Mary	Knox County
Melton, Corbin	Knox County
Mitchell, Leland	Indiana
Morehead, Thelma	Knox County
Morris, Love	Knox County
McBrayer, Oscar	Pike County
McWilliams, Bronzel	Knox County
Overley, Raymond	Campbell County
Payne, Henry	Marion County
Payne, Ancil	Marion County
Patterson, Bettie Rae	Bell County
Parrott, Katherine	Knox County
Parsons, Pearl	Bell County
Partin, Hugh	Knox County
Perkins, Herbert	Whitley County
Preston, Golda	Pike County

Relaford, Shelby	Knox	County
Riley, John	Knox	County
Robson, Daisy	Knox	County
Robson, John	Knox	County
Rowe, William	Magoffin	County
Smith, Arthur	Knox	County
Stansbury, David	Harlan	County
Stansbury, Ted	Harlan	County
Stark, Robert	Harlan	County
Stratton, Jettie	Pike	County
Tuggle, Kenneth	Knox	County
Tuggle, Allen	Knox	County
Tye, Drucilla	Knox	County
Wagers, Daisy	Clay	County
Wilder, Ora	Bell	County
Williams, Della	Whitley	County
Wilson, Loraine	Oklahoma	

Normal

Bargo, Mossie	Knox	County
Bargo, Chester	Knox	County
Clouse, Dovie	Knox	County
Curry, Tom	Clay	County
Davis, Caleb	Knox	County
Davis, Bertha	Knox	County
Detherage, Nathan	Knox	County
Elliott, Maude	Knox	County
Elliott, Claude	Knox	County
Evans, Rosco	Bell	County
Fultz, Drucilla	Knox	County
Hammons, Amanda	Knox	County
Hampton, Gerdner	Knox	County
Hayre, Neva	Clay	County
Herndon, Eliza	Whitley	County
Hibbard, Robert	Knox	County
Jarvis, T. J.	Knox	County
Jones, Maude	Knox	County
Kelley, Dewey	Clay	County
Ledford, Sophia	Clay	County
Lipps, Emily	Clay	County
Mays, Jesse	Knox	County
Martin, Willie	Knox	County
Martin, William	Knox	County
Melton, Mallie	Knox	County
Messer, Rosa	Knox	County
Mills, Martha	Knox	County
Mills, Postemnia	Knox	County

Nelson, Viola	Knox County
Parrot, McKinley	Knox County
Phillips, Gertrude	Knox County
Relaford, Shelby	Knox County
Rice, Gertrude	Rockcastle County
Sampson, Carrie	Knox County
Scott, Lawrence	Knox County
Sharp, Luther	Whitley County
Steele, Beatrice	Knox County
Valentine, Ethel	Knox County
Valentine, Caleb	Knox County
Wagers, Lawrence	Clay County
West, Joe	Knox County
White, Cecil	Knox County
Williams, Robinson	Knox County
Willis, Maud	Knox County
Woollum, Cleo	Knox County
Woollum, Letcher	Knox County

Sub-Academic

Asher, Dewey	Clay County
Balme, Winniefred	Kenton County
Blair, Sylvan	Harlan County
Brock, Carroll	Harlan County
Byrley, Cecil	Knox County
Carr, Cloud	Virginia
Carty, Beatrice	Knox County
Carty, Speed	Knox County
Fee, Vernia	Knox County
Fee, Chester	Knox County
Ferrell, Fannie	Pulaski County
Frazier, Cora	Knox County
Fultz, Drucilla	Knox County
Grayson, A. G.	Kentucky
Gregory, John	Knox County
Hampton, Rhoda	Knox County
Hayre, Neva	Knox County
Hendricks, Ruby	Knox County
Higgins, Ben	Knox County
Hopper, Seymour	Knox County
Howard, Cleo	Knox County
Hughes, Bill	Knox County
Jackson, Jack	Knox County
Kelley, Mattie	Clay County
Kellums, Lillie Mae	Bell County
Lundy, Willie	Knox County
Martin, Howard	Knox County

Martin, John	Knox County
Melton, May	Knox County
Miller, Leah	Bell County
Mills, Iva	Knox County
Mills, Bessie	Bell County
Mills, Postemnia	Knox County
Rice, Gertrude	Rockcastle County
Silvers, Roy	Bell County
Stump, Tinsley	Laurel County
Turner, Delia	Knox County
Tye, James	Knox County
Wells, Granville	Knox County

Piano

Alloway, Mabel	Bell County
Alloway, Roberta	Bell County
Bain, Sallie	Knox County
Bain, Ruby	Knox County
Black, Fonzine	Knox County
Bright, Lela	Knox County
Brock, Carroll	Harlan County
Brown, Marjorie	Illinois
Burton, Mrs. F. R.	Knox County
Byrley, Cecil	Knox County
Cole, Roberta	Knox County
Edwards, Francis	Marion County
Elliott, Mrs. Charles	Pike County
Ferrell, Fannie	Pulaski County
Gail, Franklin	
Gilbert, Xenia	Bell County
Gilbert, Ruby	Bell County
Gregory, Evelyn	Knox County
Heidrick, Mary Agnes	Knox County
Hubbard, Ollie	Clay County
Hudson, Mrs. W. S.	Knox County
Humfleet, Violet	Knox County
Humfleet, Bernice	Knox County
Jasper, Elfrida	Casey County
Kelley, Mattie	Clay County
Knuckles, Grace	Bell County
Lee, Anna	Illinois
Leger, Ida	Knox County
Melton, Mary	Knox County
Miller, Leah	Bell County
Mills, Iva	Knox County
Mills, Martha	Knox County
Minton, Emily	Knox County

Morris, Love	Knox County
Overley, Raymond	Newport, Ky.
Owen, Ruth	Knox County
Patterson, Bettie Rae.....	Bell County
Parrott, Katherine	Knox County
Preston, Golda	Pike County
Robson, Daisy	Knox County
Sampson, Dowis	Knox County
Sloan, Anna	Pulaski County
Stratton, Jettie	Pike County
Vincent, Lela	Laurel County
Wagers, Daisy	Clay County
Wilder, Ora	Bell County

Voice

Alloway, Roberta	Bell County
Brady, Arva L.....	Iowa
Davis, Emily	Knox County
Edwards, Francis	Marion County
Franklin, S. P.....	Anderson County
Franklin, Collie	Anderson County
Franklin, Cheslie	Anderson County
Gilbert, Xenia	Bell County
Gilbert, Ruby	Bell County
Grayson, A. G.....	Kentucky
Hudson, Mrs. W. S.....	Knox County
Humfleet, Albert	Knox County
Jasper, Elfrida	Casey County
Morehead, Thelma	Knox County
Overley, Raymond	Campbell County
Patterson, Bettie Rae.....	Bell County
Payne, Henry	Marion County
Robson, Daisy	Knox County
Stratton, Jettie	Pike County
Vincent, Lela	Laurel County

Violin, Reed, and Wind Instruments

Blair, Robert	Whitley County
Burroughs, Flora	Grant County
Burruss, Price	Fayette County
Clark, Myers	Whitley County
Davis, Emily	Knox County
Davis, Ted	Knox County
Elliott, Ernest	Pike County
Farmer, Wilson	Knox County
Franklin, Cheslie	Anderson County
Haas, O. C.....	Indiana

Heidrick, Mary Agnes	Knox County
Hinkle, Mrs. J. Milton.....	Indiana
Hughes, Lowell	Knox County
McWilliams, Bronzel	Knox County
Owen, Ruth	Knox County
Payne, Ancil	Marion County
Pitman, Wallace	Knox County
Robson, Daisy	Knox County
Robson, John	Knox County
Rowe, William	Magoffin County
Stansbury, Davis	Harlan County
Stark, Robert	Harlan County
Taylor, Nannie L.....	Knox County
Tuggle, Kenneth	Knox County
Tuggle, Allen	Knox County
Van Hoesen, Agnes	New York
Weeks, Abigail E.....	Pennsylvania

Expression

Archibald, Darrell	Illinois
Barker, Horace	Estill County
Bennett, Robert H.....	North Dakota
Black, Evelyn	Knox County
Blair, James	Knox County
Brock, Carroll	Harlan County
Burroughs, Otis	Grant County
Butler, W. G.	Bell County
Elliott, Ernest	Pike County
Elliott, Mrs. Charles	Pike County
Gregory, Evelyn	Knox County
Gregory, Pauline	Knox County
Hawn, Katherine	Knox County
Hinkle, Maude	Knox County
Hughes, Lowell	Knox County
Humfleet, Bernice	Knox County
Hunter, Virginia	Knox County
Keith, Janie	Clay County
Leger, Ida	Knox County
Miller, Leah	Bell County
McBrayer, Oscar	Pike County
Richards, Mrs. G. M.....	Knox County
Sloan, Anna	Pulaski County
Smith, Diana	Knox County
Smith, Boone	Knox County
Stewart, Anna	Knox County
Stratton, Jettie	Pike County
Terpin, Gertrude	Knox County
Tuggle, Thelma	Knox County

Typewriting

Blair, James	Knox	County
Blair, Vernon	Knox	County
Burke, Edgar	Madison	County
Elliott, Ernest	Pike	County
Hughes, Bill	Knox	County
Keith, Janie	Clay	County
Mays, Jesse	Knox	County
Mays, Goebel	Knox	County
Marion, Bess	Bell	County
Miller, Harold	Knox	County
McWilliams, Bronzel	Knox	County
Patterson, Bettie Rae.....	Bell	County
Partin, Hugh	Knox	County
Riley, John	Knox	County
Robson, John	Knox	County
Smith, Arthur	Knox	County
Stark, Robert	Harlan	County
Tuggle, Kenneth	Knox	County
Wagers, Daisy	Clay	County
Williams, Della	Whitley	County

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